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ABSTRACT

This report is the first of two volumes concerning the 1977 Teacher Corps Corps Member Training Institute (CMTI). Volume I is a description of CMTI as it occurred: Volume II is an analysis of the data. The information is divided into six general catagories: 1) a profile and description of the participants in the summer institute; 2) a discussion of the various modes and organizational concepts of the institute, and the degree of application those concepts enjoyed in relation to schools, communities, and multicultural settings emphasized by the CMTI; 3) the impact of CMTI on the participants' organizational concepts, perspectives on multiculturalism, and general cutlook: 4) a chronicle of the interpersonal relationships which evolved during the institute: 5) the participants' assessment of the CMTI experience; ; and 6) the impact of CMTI on participants' local projects. (LH)

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TEACHER CORPS CORPSMEMBER TRAINING INSTITUTE

VOLUME I
DESCRIPTION OF CMTI 1977

by Theodore Andrews
Robert Houston
Brenda Bryant

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140 p
19 March 82

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CORPSMEMBER TRAINING INSTITUTE
TEACHER CORPS
1977

DESCRIPTION OF CMTI

Volume I

by

Theodore Andrews
Robert Houston
Brenda Bryant

Center for Urban Education — The University of Nebraska at Omaha

MAR 1 9 1980

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February, 1978

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Theodore Andrews

Robert Houston

Brenda Bryant

PREFACE

CMTI is the commonly used acronym for Corps Member Training Institute, a three-week workshop sponsored by Teacher Corps, U. S. Office of Education, and attended by Interns and Team Leaders beginning their two-year program.

Teacher Corps was created in 1965 to strengthen educational opportunities for children in areas with high concentrations of low income families, to encourage colleges and universities to broaden their programs of teacher preparation and to support demonstration programs for the training and retraining of experienced teachers and teacher aides. In attempting to meet its federal mandates, Teacher Corps designed a unique instructional program for representatives from 56 projects and delivered that program on July 10-30, 1977 at San Diego State University in San Diego, California, the third national CMTI in Teacher Corps' twelve years of operation.

During 1974-75, Teacher Corps, faced with a national shift in educational priorities from preservice to inservice, reduced the number of Interns (prospective teachers) in each of its projects to four (the previous average had been over 20). For the first time, Teacher Corps, with approximately 50 projects funded each year, for a two-year cycle, had the opportunity to bring together all of its Interns in one place for an extended learning experience to address problems highlighted in over ten studies completed on previous Teacher Corps cycles. These studies identified training voids that existed at the local projects. In particular, the studies revealed a need to emphasize the study of organizations and the richness of our nation's multicultural heritage and to provide a theoretical framework for the study of teaching and learning styles.

"Additionally," stated William Smith, Director of Teacher Corps, *"project directors were reporting that Teacher Corps Interns needed an 'esprit de corps,' a personal identification with the national program effort. It also seemed to directors that a common training session could be the most realistic and profound cross-cultural learning and living experience ever provided by the Teacher Corps."*

As a result of these feelings, the first CMTI took place on the University of Richmond campus in Richmond, Virginia, during July 1975. The program addressed two of the noted gaps--two weeks' emphasis on the study of organizations under the curriculum direction of Ron Corwin and Roy Edelfelt, and two weeks devoted to the study of teaching and learning styles under the direction of Bruce Joyce.

In April of 1976, a contract was awarded to Floyd Waterman, University of Nebraska, Omaha, to serve as Director for the second CMTI. Jack Gant, Florida State University, agreed to serve as Instructional Leader with Roger Pankratz, Western Kentucky University, and JoAnne Taylor, Pepperdine University, serving as Curriculum Coordinators. The second CMTI was held on the campus of

Florida State University, Tallahassee, Florida in August, 1976. The emphasis during the three week instructional program was again on the study of organizations, and teaching, learning styles. In addition, a multicultural strand was added.

The third CMTI was held in July, 1977 on the campus of San Diego University, San Diego, California. This volume contains a description of that CMTI.

INTRODUCTION

Preparing a report on the Corps Member Training Institute (CMTI) that truly captures all aspects of that living-learning society is a particularly perplexing task. We have collected objective data in a variety of ways, and we are reporting that data exactly as it has come out of the computer. However, while figures may not lie, they really only give one dimension of the temporary system that was CMTI.

In order to resolve this dilemma, we are preparing two companion volumes about CMTI. Volume I is a description of CMTI as it occurred; Volume II is an analysis of the data.

This volume is based upon interviews with the participants, the memos that were distributed, the accounts that appeared in the weekly newsletters, and the records of the data collectors who were asked daily and weekly to describe what they were seeing. These various selections are organized to reflect CMTI as it unfolded. Hopefully, Volume I will give readers a "feel" for what participation in CMTI was truly like. Wherever possible, the words of the participants (shown in italics) have been used to tell the story of CMTI.

Volume II is designed to answer questions about the participants, about the organization of CMTI, and about its impact. Specifically, the following questions are addressed:

Participants

1. What were the personal characteristics of the CMTI participants?

2. What outcomes were perceived as most important by participants?

Organization

3. To what extent were various instructional modes employed during CMTI?

4. What was the instructional climate during CMTI?

5. To what extent did participants perceive the various organizational concepts were emphasized?

6. To what extent were organizational concepts and their applications to schools, communities, multicultural, and other settings emphasized during CMTI?

Impact

A. Participant Knowledge

7. To what extent did participants perceive a change in their knowledge of organizational concepts and multicultural education during CMTI?

8. To what extent did participants achieve CMTI cognitive objectives related to organizational concepts?

9. What things were most often named by participants as being learned

during CMTI about other ethnic groups and/or education in a multicultural society?

B. Interpersonal Relations

10. With whom would participants choose to continue or extend friendships?

11. With whom would participants choose to work in solving an educational problem?

12. In what ways did participants' perception of themselves in relation to other racial or ethnic groups change during CMTI?

C. Assessment of CMTI

13. How did participants assess the organization and substance of CMTI?

14. Which films, activities, or materials did participants recommend be used again?

15. To what extent did participants assess the helpfulness of the four case studies used in CMTI?

16. What experiences did participants name as most rewarding personally?

17. What experiences did participants name as most rewarding professionally?

D. Impact on Local Projects

18. What experiences did participants name as most helpful in their local project roles?

19. What were the characteristics of the plans developed for implementation after the local team returned to its site?

We encourage readers to review both volumes in order to understand fully CMTI 1977.

OPENING

> *Welcome to CMTI.*

CMTI-1977 began at 3:06 p.m. on Sunday, July 10, with the above greeting from Floyd Waterman, CMTI Director, to the 276 Team Leaders and Interns assembled in the Aztec Center on the campus of San Diego State University.

While pointing out that CMTI was primarily a training institute, Waterman emphasized that many close friendships would be made among the Interns and the Instructors, and suggested that they take advantage of the unusual instructional opportunities which would be available to them.

> *You don't usually meet your instructors with their hair down and heading for the showers. Hopefully you'll get to know them well.*

Designed to acquaint the participants with what CMTI would be like, the program for the assembly included the instructional staff, greetings from Thomas Arcinega, Dean of the College of Education at San Diego State University, and from James Steffensen, Chief of the Program Development Branch, Teacher Corps.

> *Our experiences with the two prior CMTIs have shown that the activities that take place here will be of help to, and be an attraction to, other institutions.*
>
> *The natural competitive process of selecting Interns at the institutions, and the competitive selection of CMTI staff will make this CMTI a successful one as well.*
>
> *James Steffensen*

An overview of the instructional program was then presented by Roger Pankratz, the Associate Director for Instruction.

> *We want to study organizational concepts and look at them in terms of:*
>
> *What do they mean to the community?*
>
> *What do they mean to the school?*
>
> *What do they mean in the classroom?*
>
> *How do they relate to multicultural education?*

Using overhead transparencies, Pankratz introduced the participants to what CMTI would be like.

WHY WE ARE HERE

CMTI GOALS

1. *To develop perspectives of Teacher Corps as a national program serving a multicultural community.*
2. *To develop an understanding of key organizational concepts applied to the arenas of the community, the*

school and the classroom, and education that is multicultural.

3. To acquire knowledge and skills for:

- *personal development;*
- *team building;*
- *early project entry and participation;*
- *systematically learning about the community, the school, and the classroom; and*
- *influencing a multicultural perspective in the local project school.*

ASSUMPTION

INTERN CHARACTERISTICS

- *many concerns and questions*
- *energetic--intelligent--idealistic*
- *inexperienced in schooling*
- *diversity in cultural background*
- *diversity in project assignment*

INTERNS AND TEAM LEADERS HAVE

- *some concerns and needs that are the same*
- *some concerns and needs that are unique*

CMTI IS

- *a learning environment*
- *an organization*
- *a multicultural community. . . but a temporary system*

Three weeks is a relatively short instructional time

APPROACH

A "Concerned-Based" Model for Curriculum Design

The CMTI as a Living and Learning Laboratory

Use of Case Studies of Cycle XI Teacher Corps Project to Develop Major Concepts

Emphasis upon the Integration of a Few Basic Concepts

Observation and Analysis Skills for Project Entry and Participation

Team Leader Training . . . Same Concept, Different Emphasis

Clear Outcomes and Expectations

CMTI OVERVIEW

WEEK ONE	WEEK TWO	WEEK THREE
Team Leaders Some Interaction Interns Separate Tracks	Team Leaders & Interns Co-Learning	Team #1 TL & 4 Interns Team #2. . . Team #3. . . to Team #54 . . . Team Learning & Development
CMTI Focus	Teacher Corps Projects Focus The School/ Community/ Classroom	The Local Project Focus
Self Concerns & Needs	Teacher Corps Concerns & Needs	Local Project Team's Concerns & Needs
Orientation & Awareness	Concept Development	Application of Concepts

SOME CMTI GIVENS

1. *Start-up and reentry sessions--Sunday Evenings*
2. *Eight-hour Instructional Day—8:00 a.m. to 5:00 p.m.*
   - *Home team meetings during WEEK ONE—4:00 to 5:00 p.m.*
3. *Three semester hours' graduate credit for CMTI Experience*
   - *Criteria for grades*
   - *Assessment*
4. *Individual Assessment on Understanding and Application of Organizational Concepts--Friday, WEEK TWO*
5. *Team Plan for back-home reentry—observation and analysis in WEEK THREE, using available data from local projects*
6. *Provide data for CMTI Evaluation Team*

Following these remarks, the participants viewed a 30-minute movie depicting the 1976 CMTI. One hour and twenty minutes after the session began, the participants divided into eight groups to meet with their cluster faculties. The instructional program formally began, and the three week institute was underway.

WHO WERE THE PARTICIPANTS

The Interns, four from each of the 58 Cycle XII Teacher Corps projects, and the Team Leaders, one experienced teacher from each project, were recruited from across the United States.

Not all twelve cycle projects were represented at CMTI with full teams, reducing somewhat the possible total of 290 participants to only 276.

PLANNING

CMTI 1977 began in March of this year when a number of proposals prepared in response to a request for a proposal were submitted to the Office of Education, Teacher Corps. As a result of the competitive review, the contract was awarded to Floyd Waterman, Director of the Center for Urban Education at the University of Nebraska, Omaha. That proposal, which became the conceptual planning document for all of the following activities, stated the primary purposes of CMTI.

1. *To provide Corpsmembers with an orientation to Teacher Corps as a national program, and to (a) its history; (b) its organizational structure and processes; (c) its goals, purposes, and primary emphases; and (d) its multicultural community.*
2. *To provide Corpsmembers with the understanding and skills necessary; (a) to grow as a mutually supportive team that will enter and effectively participate in and contribute to a local Teacher Corps project; (b) to enter and effectively participate in*

a project school's organization, structure, and processes; (c) to observe and analyze the teaching and learning process in classrooms, schools, and the community; and (d) to influence the development of a multicultural perspective in the educational processes of the local project school.

Based upon these goals, certain characteristics of the ultimate design began to be shaped.

A "Concerns-Based" Model for Curriculum Design

Nearly 15 years of research by Francis Fuller and others at the University of Texas had consistently indicated that student teachers and experienced teachers approaching a new role begin with "self concerns" suggested by the question: "How will this affect me?" Then they move toward "task concerns": "How do I do it?" Finally, they develop "impact concerns": "Are children learning?" The research data also indicated that until self concerns have been dealt with, neither teachers nor student teachers are motivated to deal with task or impact concerns. The Concerns-Based Model implied the following:

> *The basic concepts of organizational behavior, community, multiculturalism, and learning should be directly related to Interns' self concerns during the first week of CMTI.*
>
> *Team Leaders come to CMTI with different concerns than Interns; their concern is for the self as a Team Leader in a new role: Team Leaders thus should have some separate training during WEEK ONE in Team Leader skills to address their unique concerns.*
>
> *To be meaningful to Interns and Team Leaders, instructional concepts at CMTI must be seen as having direct application for entry and participation at the local project, since concerns about self in relation to the local projects will remain high over the three-week CMTI experience.*

CMTI as a Living and Learning Laboratory

CMTI would be a multicultural community, a learning environment and an organization with structures, processes, and behaviors. Therefore, CMTI itself should serve as a living instructional exemplar; it should seek to develop concepts in multicultural education, in organizational theory, and in learning theory. CMTI faculty and administrators will be encouraged to take cognizance of the living and learning environment that CMTI provides. Instructors will be urged to model the behavior expected of participants.

Use of Case Studies of Cycle XI Teacher Corps Projects to Develop Major Concepts

Case studies of four CYCLE XI Teacher Corps projects would be prepared. These would provide participants with a glimpse of back-home reality as they focus on key concepts in community organizational theory, school organizational theory, education that is multicultural and learning theory. Case studies of actual Teacher Corps projects would be developed from urban, rural, bilingual, and reservation projects. The case studies would help participants see how key concepts can be applied to different situations. They would also enable each participant to identify with a back-home reality that she/he could anticipate. Each case study would look at the community, the school as an organization, and the classroom as a learning environment, taking note of multicultural aspects as they interrelate with those concepts.

Emphasis Upon the Integration of a Few Basic Concepts

The key theoretical concepts in each curriculum area would be clearly identified, integrated, and interrelated. They could then be mastered by the participants and applied in an integrated manner to the case studies of actual ongoing Teacher Corps projects. This integration of a limited number of key concepts should help CMTI participants better relate to the real world of the back-home project.

A Different Emphasis for Team Leaders

Interns and Team Leaders will come to CMTI with quite different backgrounds in education; they will also have different roles when they return to their local projects. Team Leaders must be prepared for team leadership, management, and supervision. Interns, on the other hand, must be prepared for effective team membership as learners, participators, and contributors. CMTI 1977 would have both separate and common learning experiences for Team Leaders and Interns. That design would prepare them for different roles in a cohesive team as they enter the local project.

In April, an executive council consisting of Floyd Waterman, director, Roger Pankratz, associate director, Paul Collins, project facilitator, and Beryl Nelson, Teacher Corps project monitor, met to integrate these characteristics into the broad design for CMTI.

During the next two months, detailed weekly schedules were developed for each of the three weeks of the institute; faculty were recruited, the case studies were prepared under the direction of John Savage, the site was selected, a faculty orientation workshop was held in early June and, finally, over the fourth of July weekend, faculty and staff arrived in San Diego for one week of intensive planning before the scheduled arrival of the Interns and Team Leaders on the next weekend.

The faculty were representative, at least in part, of the diversity that would exist among the Interns and Team Leaders (See Exhibit One).

EXHIBIT ONE

ETHNICITY AND SEX OF INSTRUCTIONAL STAFF

Asian American	1	3%
Black American	11	32%
Anglo American	13	38%
Hispanic American	8	24%
Native American	1	3%
Females	15	44%
Males	19	56%

The instruction for CMTI was organized by clusters: a faculty team of three persons (one designated as the cluster coordinator) worked with teams from seven projects (in one cluster there were six projects). See Exhibit Two for the assignment of clusters to faculty. Each faculty team included representatives of both sexes and at least two different ethnic groups.

The major organizing feature of CMTI was the study of eleven organizational concepts. (There was some question as to whether there were eleven or thirteen depending upon how they were grouped.) The required concepts were: power-authority-influence; decision-making; communication; slippage; role set; formal structure; informal structure; temporary systems; conflict; norms; motivation/self-interest. A detailed analysis of each concept was prepared (See Appendix A) and became the basic text for CMTI. It is important to note that not only were the participants expected to learn these concepts, but also they were expected to learn to apply them.

EXHIBIT TWO

CMTI CLUSTERS

CLUSTER 1

Elaine Witty
Michael Barry - Tony Archuleta

Cal. State, San Bern.
Quachita Bapt., Ark.
Penn. State Univ.
Univ. Hartford, CT
Hofstra Univ., NY
Univ. Nebraska, Omaha
Wayne State, MI

CLUSTER 2

Joyce Swarzman
Elaine Blake - Kelly Kitagawa

Cal. State, Fullerton
SUNY, Potsdam, NY
Univ. New Orleans
Woodlawn Elem., OR
S. Ill., Edwardsville
Univ. Wyoming

CLUSTER 3

Daisy Reed
Evelyn Tossas - Randy Johnson

Kan. State, Emporia
Villanova Univ., PA
Auburn Univ., AL
Univ. Nev., Las Vegas
Miami Univ., OH
USC, CA
Trenton State, NJ

CLUSTER 4

George Otero
Grace Blagdon - Ernest O'Neal

Glassboro State, NJ
Kansas State, KS
Miss. Valley, MS
Loretto H., CO
Univ. New Hamp., NH
Univ. Santa Clara, CA
Norfolk State College, VA

CLUSTER 5

Bill Moore
Juan Garcia - Henrietta Schwartz

CUNY, NY
Univ. Neb., Lincoln
Alcorn State, MS
San Jose State, CA
Lansing Pub. Schools, MI
Wash. State, Pullman
Philadelphia Schools, PA

CLUSTER 6

John Leeke
Donna Hager - Anna Perez

Texas A & I, TX
Univ. Oregon
Univ. Fla., Gainesville
Univ. Wisconsin
SUNY, Albany
St. Paul Schools, MN
N. Carolina

CLUSTER 7

Marcia Galli
Wallace Woodard - Julia Roberts

Univ. Texas, El Paso
Wheellock, MA
Pikesville College, KY
Fordham, NY
Florida State
Univ. Central Ark.
Cleveland Schools, OH

CLUSTER 8

James Becker
Carmen Dinos - Barbara Friday

San Diego State, CA
Univ. Main
W. Mich. Univ.
S. Dakota State
Syracuse Univ., NY
Univ. Oklahoma, OK
Baltimore City Schools, MD

The instructional planners had established certain "givens" related to CMTI: the eleven organizational concepts, the use of the four case studies, the daily schedule of 8:00 a.m. to 5:00 p.m. with an hour for lunch, starting each week with a Sunday night session, two major lectures by guest speakers, using four content specialists as resource people, and viewing the movie "The Bridge On The River Kwai." Beyond these requirements, however, the clusters had almost free rein to decide how to meet the objectives and which procedures they wished to follow in the clusters. That the tone, the teaching styles, and the activities would vary among the clusters was anticipated and expected.

During the planning week, the faculty worked on their curriculum designs. WEEK ONE was dedicated to getting acquainted and introducing the study of organizational concepts; WEEK TWO had as its focus the case studies and presentations by the content specialists; WEEK THREE was reserved for the development of back-home plans.

As the faculty planned, Interns and Team Leaders from across the country were packing and making last minute arrangements to fly to San Diego.

SITE

The campus of San Diego State University was chosen for the instructional site of CMTI 1977 by Floyd Waterman in consultation with representatives of Teacher Corps. The decision was based primarily upon the availability of excellent instructional facilities, and the possibility of housing all of the participants in a single dormitory within a short walk of the campus. An additional consideration was that the previous CMTIs had been held in other major geographical regions of the United States: Richmond, Virginia in 1975 and Tallahassee, Florida in 1976.

San Diego is considered one of the country's more attractive areas to live in and to visit. The climate which in July is typically dry and warm boasts temperatures which range on the average from a high of 77 degrees to a low of 65 degrees. The city is located on the Pacific Ocean in the southernmost area of California, and it is only a two and one-half hour ride away from Los Angeles to the north.

Upon arrival, participants found that they could choose leisure activities from a wide range of possibilities. The following announcement was included in the registration packets.

RECREATION AND SIGHTSEEING SURVEY
or
What Can I Do In My Free Time?

The San Diego area has a wide variety of attractions. Your packets contain information on some of them. In order to set up tours for you, we need to know what you want to do.

A special Zoofari including dinner is already set for Wednesday, July 20. A separate notice tells all about it.

Here are some choices and approximate cost to you. These tours can be scheduled for Saturday and Sunday after brunch and get you back in time for dinner. Some activities can be scheduled for weekday evenings after dinner.

Read attached sheets for more information before you mark your choices. Remember you only have 2 Saturdays and 2 Sundays to do these. Also some of them can be evening trips.

Mark choices, checking preference of days or evening.

		Cost	Sat.	Sun.	Evening
I.	Old Town - Charter bus	$2.00			
II.	Sea World	$7.05 adults $5.15 children			
III.	Balboa Park - Charter bus	$2.00			
IV.	Zoo	$4.00 over 16 yrs.			
V.	Harbor Excursion and Maritime Museum	1 hr. $6.00 2 hrs. $7.50			
VI.	Evening Harbor Cruise and Maritime Museum	2 hrs. $6.00			
VII.	Beaches - University Bus	$2.00			
VIII.	Beaches - University Vans	$2.50			
IX.	Shopping - Charter Bus	$2.00			
X.	San Diego Wild Animal Park	$8.00 adults $5.75 6 to 15 yrs.			
XI.	All City Bus Tour	$1.50 to $4.00			

WEEK ONE

CMTI — What is it? That's the first question I asked myself as I boarded American Airlines. Oh sure, it's a multicultural experience, but what types of experiences will I have to promote my understanding of the multicultural educational approach? Various people from across the nation coming together and having the same questions in our minds . . . As I project my mind towards relevant issues concerning CMTI, I question the validity of the program. Yet, I know the program is a national one and has experienced successes. I also think, idealistically perhaps, that we are a group of individuals trying to cope with what's happening in our lives and trying to find creditable criteria for that elusive entity called harmony. We are all bonded by the premise that we are trying to incorporate harmony into ourselves through others. I was told that throughout this three-week experience I would feel anxiety, frustration, anger, happiness, and hopefully harmony. A new city, various types of people filled with unique and intersecting experiences . . . However, I knew that we would be bonded by CONCERN — at least I hoped we would. We are designated as concerned human beings with the potential of coping with life situations. Roommate selection, apprehension towards content, reaching a goal, understanding myself and others — all were major concerns — no, obstacles which should become vehicles for my success in the CMTI program and more importantly, give me the chance to understand what's going down in the communities which we touch.

Intern

The Interns and Team Leaders arrived in San Diego with a mixture of experiences and expectations, and the comment above was recorded shortly after the Intern's arrival. The participants, most of whom arrived on Saturday, were brought by bus from the airport to Zura Hall. This dormitory became the home for the Interns, the Team Leaders, the faculty, the staff, and the data collectors, in short, for everyone who participated in CMTI. This unusual highrise dormitory houses at capacity 623 persons in its set of interrelated buildings rising five and eight stories. Although the building was modern, there were a number of concerns voiced.

ZURA HALL

The living conditions are poor . . . . The rooms are barren with poor lighting for reading. This stuff wouldn't bother me too much if the time period was for about a week, but three weeks makes a real difference.

July 12, Intern, male

The poor lighting was eventually solved, as was the lack of hangers. However, three other concerns existed throughout CMTI. The dormitory was designed around a central elevator and stair corridor with three sleeping wings. Each wing had a separate locked door which could only be opened by someone who had a room key to that wing. The result was that although all the participants were in one building, they were segregated into three areas that were difficult to enter. While this was a nagging problem, usually if one waited long enough, someone with the needed key would come along and open the door.

The dormitories were arranged in such a way that each corridor on each floor had two large bathroom areas rather than individual bathrooms for each room or even each pair of rooms. Although this slight inconvenience caused some grumbling, it caused no major problems.

Elevator — Out of Order!

The above sign which seemed to appear almost daily on one if not both of the elevators was a more persistent problem. Walking was always possible but the inconvenience was constant, and even when the elevators were working there was no guarantee that they would not stop doing so at any time.

The dormitory complex provided an outdoor swimming pool, a recreation room with ping pong tables, and several television rooms, all of which were constantly used and appreciated.

In addition to the participants at CMTI, a number of high school age students who were attending other programs at the University lived in Zura Hall.

As noted previously, the formal CMTI activities began on Sunday afternoon. That evening a social-mixer-dance was held in Aztec Center.

ACTIVITY DESIGN

The activity design focus for WEEK ONE for the Team Leaders was to: Introduce/practice interpersonal skills, develop/practice leadership skills, develop/practice supervision skills. For the Interns it was to: orient participants to CMTI, introduce/practice interpersonal skills, introduce organizational concepts in the contexts of (1) personal and group experiences, (2) the community, school, and classroom, and (3) multicultural education. (The goals and objectives are included in Appendix B).

A macro design was developed (see Exhibit Three) and then the individual clusters developed micro designs such as that which is illustrated in Exhibit Four.

AZTEC CENTER

Almost all the instructional activities took place in Aztec Center, a large rectangular building constructed around an open courtyard on its lowest level. Each cluster was provided space that might be used for full cluster activities or for small group activities. The learning space featured carpeting

EXHIBIT THREE

CMTI 77 Schedule

First Week: MACRO

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Participants meet their clusters	CMTI as a temporary system	Introduction to content strand	Power/Influence Conflict	Ethnic/ Cultural Diversity of U.S.
9:00		Introduction to communication skills		Power/Influence Conflict		
10:00		Listening skills	Introduction to content strand			Review/ Add to the week
11:00					Introduction to content strand	
12:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00		CMTI design/intent	Giving/Receiving Feedback	Problem ID/ Solution	Decision Making	Review/ Add to the week
2:00		Listening skills				
3:00						
4:00		Home Team Meetings	Home Team Meetings	Home Team Meetings	Home Team Meetings	Home Team Meetings
5:00						
Evening	CMTI Start-Up					

EXHIBIT FOUR

CMTI Schedule

First Week: MICRO

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Cluster Acquaintance Activities	Reading/ Role Play	Reading/Discussion Organizational Concepts	Exercise: P/A/I and Conflict Strategies	Demographic Data Presentation
9:00		Exercise: One Way/Two Way Comm.	Cross Cultural Simulation BdFd	Exercise: Micro-Lab to Introduce P/A/I, & Conflict Using School Expectation	Read Influence & Power Models	
10:00		Exercise: Perception Ck Clarification Using CMTI Expectations			Exercise: P/A/I & Conflict	Examination of Group Growth
11:00					Inquiry Training Comm/MC Events	Review of the Week Planning
12:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00		Trainer Input CMTI Goals, Purposes, Roles	Reading Exercise: Giving/Receiving Feedback Using M/C Perspective	Exercise: Brainstorming Force Field Problem Statements Using School Administrative Problems	Exercise: Consensus Decision-Making	Review the Week Planning & Examination
2:00	Intro. to CMTI Admin. Staff Intro. to San Diego	Exercise: Perception Ck Clarification Paraphrasing Listening Levels Using CMTI Expectations				
3:00						
4:00		Home Team Meetings	Home Team Meetings	Home Team Meetings	Home Team Meetings	Home Team Meetings
5:00						
Evening		Bill Smith				

and floor to ceiling windows in most areas. In addition, there was ample office space for the staff and a large auditorium that, even when divided, could hold all of the CMTI participants.

The eating area, Monty's Den, was also included in the Aztec Hall complex. Breakfast was served from 7:00 to 8:00 a.m., lunch from noon to 1:00 p.m., and dinner from 5:00 to 6:00 p.m.

INSTRUCTIONAL PROGRAMS

Two separate instructional programs occurred during the first week at CMTI. The Interns participated in the program described previously. The Team Leaders, however, had two intensive workshops, one on supervisory skills in the mornings and the other on leadership skills offered in the afternoons.

INTERN PROGRAM

> *As far as what's going to come out of CMTI, I don't have any strong expectations. I am sure there will be some personal growth, and all the other grand things. My personal philosophy is that you can't say till you've been through it. To say as one planner said to us, "You'll be a team, a family after this experience, you'll laugh, cry, be disappointed at times, but in the end be overwhelmed with your experience," is unrealistic. . . . I must say the staff seems committed to making it a really worthwhile experience and they really seem to be putting a lot of effort into making it good.*
>
> *Intern*

Within one day dozens of newsprint posters appeared on the clusters' walls. For example:

> *My initials appear on most of the country's road signs: 55 M.P.H.*
>
> *I raise goats.*
>
> *Bien Venidos*
> *Welcome/Welcum*
>
> *Home of the World Famous Thoroughbred Racing Ants*
>
> *Marriage is an institution.*
> *Marriage is love.*
> *Love is blind.*
> *Marriage is an institution for the blind.*

The activities during the first week varied from cluster to cluster, but there were unifying themes that ran across all of them. A description of WEEK ONE completed by a data collector follows:

> *The Interns had been cued that their CMTI '77 experience would be one filled with a lot of fun, but also a lot of hard work. As I saw WEEK ONE unfold, I found the second prediction to be most true. I think the Interns and I were both thinking the same things—how did they get so deeply into a group experience so quickly?*

The organizational concepts were pointed up in the form of simulations and gaming. BAFA BAFA went over big in almost every cluster, and was instrumental in pointing up cultural differences. On the other hand STAR POWER, with a power and authority theme, was arousing a variety of responses and emotions. Individuals in some clusters had a hard time dealing with power and the personality traits it was bringing out, thus bringing about a great deal of conflict; while other clusters took the game lightly and felt that the game was OK, but not as powerful as they had heard. Anyway, STAR POWER got a reputation which swept through CMTI, causing some Interns to refuse having it in their cluster.

This first week I saw people feeling out and getting to know each other and the staff; but most of all I saw participants getting to know themselves. I felt that they were constantly making perception checks on the new situations and multicultural material they were experiencing. Some were for the first time seeing others of a different race as people--looking at them instead of through, or past them. This had to be an almost overwhelming adjustment for them.

I believe the design for the first week was to have the Interns experience what they would be studying, reading about, and designing programs around for the next two weeks. For example, the differences between one-way and two-way communication were experienced in an exercise which had an individual describe a figure and the other participants draw it first from the directions alone (one-way communication, then with participants being allowed to ask for clarification (two-way communication). They found that the first way was more frustrating for the participants, but more effortless for the communicator. Interpersonal group relations were being built by the use of paraphrasing and feedback communication techniques. Problem-solving was an important part of the design for learning to work in groups towards solution to problems. The multicultural component was instrumental in looking at and understanding other cultures and how they see things in terms of values, norms, etc. Books were reviewed for stereotypes and the absence of a multicultural component.

I felt that more time was needed to process it all, but the greater part of it will probably be done back at the home site when it's time to apply what they have been exposed to.

Data Collector

Specific descriptions of a number of instructional activities were included in the data collectors' reports. Illustrative samples follow:

The observation period started out as a debriefing of a role-playing situation. All three instructors were involved in the debriefing. The Interns must have been asked also to compare what happened in the role-

playing to what could happen in their back-home projects. From there they went to comparing the type of instruction and learning environment of the CMTI to more traditional classroom methods. At this point someone declared that out of all the Interns at the CMTI, this group was the luckiest for having the best instructional staff of them all. Everyone applauded.

Data Collector

* * * * * * * *

I decided that STAR POWER must have been a very powerful game, for as I walked into the debriefing I could tell emotions were stirring. Everyone was sitting in chairs in a circle around the room except two cluster instructors, who sat on the floor in the middle of the circle. The other instructor, who was the main facilitator for the debriefing, sat in a chair in the circle with the Interns. The simulation was apparently one meant to bring out the concepts of power and authority. The facilitator began to ask questions of how individuals perceived their own behavior and how they perceived their group's behavior in the game. Strong differences of opinions here started what seemed to be a disregard for others' opinions, which was later pointed out first by another Intern and then also by the facilitator. Lines of conflict were soon drawn and verbal confrontation persisted. When asked by the facilitator to share their feelings, some Interns refused; others were attacking, or so one Intern labeled it. The facilitator did not hold back, seemingly dragging all the feeling and emotions he could out of the Interns so that it could be dealt with.*

He must have known he was playing the role of the instigator, the antagonist, for he asked the Interns, "How do you feel about me, and the way I'm almost forcing you to talk and express your feelings about each other?" Some said he was doing the right thing, others felt that he should stop it. He continued.

Data Collector

* * * * * * *

*Walking in with the BAFA** game already in progress made it difficult to understand what was going on and*

---

*Star Power is a simulation game in which two groups compete to obtain the most points. One of the teams is given a number of advantages which increase its power over the other group. When the game is completed, participants are asked to consider how they acted and felt when they had power or when they had little power.

**BAFA is a simulation game in which some participants assume the roles of two cultures with very different value systems while other participants observe and record what is happening. The purpose of the game is to illustrate how often one's own culture biases interfere with understanding other cultures.

why. Even when the instructor tried to help by explaining what "gra-gra-gra," "bla-bla," meant; playing catch-up with the BAFA game seemed almost impossible and now I find the description of it even more impossible. But because it was such an exciting experience for me I feel I must attempt it.

There were two groups--Alpha and Beta—one considered a friendly, touching culture and the other an aggressive, materialistic one. Gaining points through interactions with other members was important to the materialistic culture, whereas the other did not care for points. Visitors were sent back and forth between cultures and they were to try and understand the other's cultural norms and behavior, and their form of communication. This was not at all easy, for to one culture the other spoke a different language and it was structured very differently from the other. Visitors from one culture were often kicked out of the other and frowned upon when a social blunder was made.

In order to better understand what was going on in the game, I spent my extra time in the debriefing of it. The instructor asked some very powerful questions like, "How did it feel when you made a mistake in the other culture?" and "Did you find yourself using your cultural values in the other culture, even though you knew they were different?"

Cultural concepts such as communication, norms, role set, and formal structure were brought out quite vividly in a way which could not have been done in a regular instructional mode.

Data Collector

* * * * * * *

This is a description of a game, MUONGA, I observed in Cluster IV. The Cluster was divided randomly into four groups of seven persons. Six of the people were assigned a letter, either M, or U, or O, etc., and one person was to be a recorder and observer. The procedure of the game was for the people to move around so that the letters they represented formed words. The seventh person kept a record of each word. No talking was allowed; a time limit was established and the groups were to compete against each other.

What I initially envisioned as a rather ordinary word jumble game took on new dimensions. Before long, people were moving each other all over and the group became more and more physical in attempting to position their members to form new words.

During the discussion which followed, some interesting comments were made. They talked about how initial light touching became more physical as the game went on until near the end of the time limit, people were being pushed in order to form words as rapidly as possible. The people with letter U expressed an unused quality and the O persons felt manipulated.

I do not know where the discussion eventually led, but many humanistic and multicultural aspects could easily have been generated form this activity.

Data Collector

The study of organizational concepts during the first week might be typified by a notice posted on newsprint outside of one of the cluster rooms.

WE ASKED TEN PEOPLE TO DEFINE SLIPPAGE AND WE GOT TEN DIFFERENT ANSWERS

An Intern's reaction after WEEK ONE gives a more personal view:

From a management standpoint, I feel that CMTI is excellent. The task of scheduling, in and of itself, must have been monstrous. While some inadequacies may have occurred (on a personal basis—no vegetarian provisions), the number of things that "went right" is amazing!

Intern

TEAM LEADER PROGRAM

The Team Leaders did not participate in the cluster activities the first week. They were instructed as a total group working with several faculty members (Bob Elms, Don Barr, Consuelo Juarros, and Bruce Walker). In the morning the supervisory training materials developed at Santa Barbara were used. In the afternoon the emphasis was on leadership training skills.

During the instruction, the Team Leaders often worked in small groups practicing the skills they were learning. A data collector described a moment in the first day in the section below:

It is mid-afternoon of the first day.

Thus far, things have been a bit overwhelming for all the CMTI participants, especially the Team Leaders who, in addition to trying to find their bearings, are attempting to absorb all the elements of their new living-learning environment.

Four full hours of training and role-playing on communications skills have gone by. Then, a rather quick lunch and back to work . . .

As the instructor outlines the major topics and themes of the Leadership Training Program which will take place in the afternoons, one Team Leader exclaims, as the floor has been opened to questions: "This is the first time I have felt comfortable at CMTI! I can see now that some of my needs are going to be met!" A couple of hands and a number of "hear, hear" can be heard.

The tension is broken, and a few more concerns are expressed.

The lesson is resumed--it would appear the two-way flow of communication has begun.

Data Collector

The activities of the Team Leaders were much more structured during the first week than the activities of the Interns (the Santa Barbara materials had to be condensed to less than half of the time normally alloted to them). Some activities focused on the multicultural nature of CMTI:

> *During the afternoon session, the Team Leaders were asked to form groups reflecting their particular racial/ethnic composition. Three firm groups formed: one black, one chicano, one white (large). Three or four people (all white) chose not to associate themselves with any group and remained at the periphery.*
>
> *At first, the groups were asked to discuss among themselves how they felt being thus segregated from the others. (The blacks commented in their group that they felt quite comfortable in this setting, but some conceded that in a real life situation, they often would seek out other blacks whenever they were in the minority.) Then, after about ten minutes of discussion, each group was asked to list on a piece of newsprint the words they might use to describe each of the three groups. A single mention of a word was recorded.*
>
> *(The lists were examined and discussed, but the observer saw only the last few minutes of the discussion.) The purpose here appeared to be to help participants to be aware of their own tendency to use stereotypes, and encouraged them to examine the reasons why this was so.*
>
> *The interaction was good.*
>
> *Data Collector*

The Team Leaders expressed general satisfaction with the week's training although there were some frustrations.

> *CMTI is basically a good learning experience. It has provided an opportunity for me to learn various skills which will be useful to me as a Team Leader . . . There was not much explanation of supervisory theory but quite a lot on behavioral language and instruments. The instructors would receive adequate marks but I was not fully satisfied because they were very task oriented with little flexibility.*
>
> *Team Leader*

The first week then was one of intense activity. The Executive Council of CMTI met daily (see Appendix B) and the cluster coordinators met almost daily; however, no major problems occurred.

A Living Council was established. Minutes of its July 14 meeting are included in the Appendix.

The following memos which were distributed illustrate concerns and activities which occurred during WEEK ONE.

MEMORANDUM

July 7, 1977

TO: CMTI Staff

FROM: Floyd Waterman

SUBJECT: Counselor - Juan Olivarez

We all know that pressures (both personal and study) can build in a situation such as CMTI, and we want to remind you that Juan, our counselor, has his office in the Music Listening Booth (North side) behind the Information Booth. His dormitory room number at Zura Hall is B528, and his telephone number there is 583-1334.

We hope you will feel free to discuss problems with him, and feel free to recommend that participants discuss problems with him as well.

* * * * * * *

MEMORANDUM

TO: Instructional Staff

FROM: Alfredo

SUBJECT: Utilization of secretarial energies for optimum performance level of CMTI tasks.

Please channel your requests for general/specific secretarial duties through your eager beaver Management Ass't.

Ideally, we'd like to have our three typists (in the lower level of Aztec Center) help you with the instrumentalities that they have to offer.

* * * * * * *

MEMORANDUM

July 18, 1977

TO: CMTI Staff and Lving Council

FROM: Floyd T. Waterman

SUBJECT: SPECIAL EATING ARRANGEMENTS

In April when contracts were negotiated and signed for the CMTI conference, we had no knowledge of the number of Interns who were on vegetarian diets so no provision was made in the budget for two entrees at all meals. Monty's Den is not set up for individual orders nor is it a health food restaurant. Food Services has provided a wide variety of salads, fruit, jello and cottage cheese for those who do not find the entree to their taste. We realize some may be on medically prescribed diets which require an alternate menu. For those few we may be able to negotiate a change in menu, but it cannot be for more than just a few (5-6).

We do not have budget provisions for many alterations in the general menu. Purchasing of provisions is mostly an accomplished fact; labor charges would also be involved, hence we feel we have, within the framework of the present menu, provided for all but those on strict medically prescribed diets.

* * * * * * *

One conflict did occur over a request that the Sunday night session beginning the second week be eliminated. After lengthy discussion the following memo was distributed:

MEMO

TO: *All CMTI Participants*

FROM: *Roger Pankratz, Associate Director for Instruction*

SUBJECT: *Sunday Evening Start-up Sessions*

DATE: *13 July 1977*

In response to the concern which has been voiced by participants regarding the Sunday evening start-up sessions—and in recognition that previous information to the CMTI community had mis-communicated expectations for weekend participation—the Instructional Management Team has had extensive discussions on the topic. As a result of those discussions, two decisions have been made:

1. *The evening session scheduled for Sunday, July 17 from 7 to 9 p.m. will be held as planned.*
2. *The evening session scheduled for Sunday, July 24 from 7 to 9 p.m. will not be held.*

These decisions are based on the following factors:

1. *The Cluster Leaders and I feel that there is a strong rationale for the first Sunday evening meeting. There are—in our view—three important reasons to hold that meeting: a. Team Leaders have not been in clusters since their first cluster session; the Sunday session will help provide a transition through which Team Leaders can make entry into clusters. b. Week Two is a tightly scheduled and highly substantive week; the Sunday session will ease the transition into that week and serve to prepare participants to deal with the case studies and organizational concepts which make up the Week Two curriculum. c. Weekends are fun and Monday mornings generally are not; the Sunday session will afford a mechanism for accountability and psychological transition into Monday morning. Past CMTI experience supports this position.*
2. *We feel that the third reason above is still valid as a rationale for Sunday session on July 24. However, due to*

> *participants' concerns about the planned schedule in relation to earlier mis-communications, we are cancelling the Sunday session scheduled for July 24.*

We value your input to the decision-making process and we want to continue to listen to your concerns and suggestions.

* * * * * * *

On Monday evening, William Smith, Director, Teacher Corps, spoke to all the participants. He reflected upon the evolution of the Corps Member Training Institutes and emphasized the expectations that Teacher Corps had for the Interns and Team Leaders.

Although his comments came early in the week, they are an appropriate way to view the context of WEEK ONE and of the entire CMTI.

I have always said CMTI must be child free. When you leave here and go back to your local site, you are going to be inundated with kids, and inundated with your course work. I would submit to you that over the next three weeks you are going to have the most focused and most intellectually stimulating experience of your entire two year career. On the day you arrive back at your project site, you will find that your time and yourself will be split three ways among course work, school work and community work. One thing you will not have a chance to be is reflective; this experience is designed primarily to give you a very intense learning situation. We expect you as Interns to take back to your projects your sense as learners and for the first year we expect you as Interns to be learners not teachers.

One of the big problems we face from over committed people is missionary zeal. If any of you believe you are missionaries, you are in the wrong profession. Kids don't need missionaries; they need dedicated people who are ready to help them through discipline learn more. They don't need people to love them; they need people to teach them.

* * * * * * *

In conclusion let me say, it's going to be a tough three weeks. We expect a lot of work from you. We expect you to hang in there and when you find things that are of concern, that you let someone responsible for the teaching/learning unit know about it. We expect you to work!

WEEK TWO

CMTI DILEMMA
(A Temporary System)

CMTI and fifty-six projects responded

Those who didn't come will not be funded! (Power)

Few came by car and didn't travel very far

Others came by plane and were glad it didn't rain.

We've all had our reasons for going out West

A place in the sun was one of the best. (Motivation)

We picked roommates and walked about

Uncertain, unsure but not about to cop out. (Decision-making)

Everyone was eager and bright

Until we got ripped off for dinner that night. (Slippage)

At the stroke of three we all did scurry

To get to our first meeting in a hurry. (Formal structure)

That night at the social we all got a chance

To laugh and drink, a few ventured to dance.

In our clusters we met in groups of two

To introduce me to you (Communication)

The next morning we awoke at the crack of dawn

Everyone displaying a stifled yawn.

We went through the day in a dreadful tizzy

All that information made us dizzy.
As Interns we know we'll have various chores
Like teaching and learning and mopping the floors.
As Interns we're worried about our reception
We want to perform without deception. (Role set)
The food was great, the coffee was not
We arrived at our clusters at 8 on the dot. (Norms)
The clusters were formed by whom it is not known
To play Bafa, Star Power and other games we were shown. (Temp. system)
We now have come to the end of our poem
Happy to say in two weeks we'll be home.

- Cluster II (Paula Owens, Bob Bloom,
Augustin Redwine, Carolyn Leonard,
Carol Renteria, Tina Baca)

* * * * * * *

The purposes for WEEK TWO were clearly related to and built upon those from WEEK ONE:

Provide data from case studies of Cycle XI Teacher Corps. Projects relating to the community, the school, and the classroom.

Reflect on organizational concepts in more non-personal/objective formats.

Use organizational concepts as tools for examining communities, schools, and classrooms and their multicultural orientation.

The more detailed goals and objectives appear in Appendix C.

CONTENT SPECIALISTS AND CASE STUDIES

WEEK TWO was designed to focus on the eleven organizational concepts in situations described in four case studies of previous Teacher Corps projects. In addition, four content specialists (Paul V. Collins, community; James Tanner, organizations; Arlene Vigil Sutton, multicultural; and Roger Pankratz, classroom) prepared special materials related to each of the case studies.

CMTI 1977: THE CASE STUDY APPROACH

Four case studies of Teacher Corps projects will provide a conceptual reality base for the CMTI 1977 content. The case studies will be presented during the second week of the institute, and will represent four types of projects: those in urban, rural, Native American, and bilingual settings. The case studies are composites, and have been drawn from actual projects in those four settings; names of individuals and locations have been changed to ensure confidentiality and privacy for those who have supplied data for the studies. Despite these and other minor changes, the case studies have been prepared in such a way that they will reflect the realities of life in a local project. Additionally, they will provide examples, incidents, and narratives which illustrate the four conceptual areas which are the main concern of the CMTI: those areas are community organizational theory, school organizational theory, multicultural education, and classroom dynamics.

The case studies are intended to help CMTI participants to develop observational and analytical skills and to see how the key concepts can be applied to different situations in their local projects. In general terms, the case studies are also intended to enable participants to identify with a back-home reality which they can to some extent anticipate. Each case study will provide perspectives on the community, the school as an organization, and the classroom as a learning environment, taking note of multicultural aspects as they interrelate with those concepts.

Toward those ends, during CMTI WEEK TWO, the participants will spend one day on each case study and related activities. First, participants will read a case study; next, the theoretical concepts in each curriculum area will be extracted from the case studies and presented by a content specialist who is familiar with Teacher Corps as an organization. The specialists' four presentations will be followed by a series of carefully designed small-group sessions in which individual application of theoretical concepts will be made.

At the heart of the case studies are eleven organizational concepts: power, authority, and influence; decision-making; communication; slippage; role set; formal structure; informal structure; temporary systems; conflict; norms; and self-interest and motivation. Additionally, concepts will be presented in the areas of classroom dynamics, community organizational theory, and multicultural education. Consistent with the Teacher Corps mandate, the concepts will be presented in ways which reinforce the need to train effective teachers, rather than change agents.

* * * * * * *

The micro schedule (see Exhibit Five) which had been designed prior to the opening of CMTI was revised during WEEK ONE and the actual schedule (Exhibit Six) specifying more clearly who, when, and for how long, was developed.

For example, if you were assigned to Clusters I or II, on Monday morning you would have read the case study "Distant Drum" for one hour, 8:00 to 9:00. From 9:00 to 10:00 Paul Collins would have discussed the community dimension of the case study with your clusters; from 10:00 to 11:00, Arlene Vigil Sutton, the multicultural dimension; from 11:00 to 12:00 you would have had follow-up activities. Following lunch, in the afternoon, from 1:00 to 2:00 James Tanner would have discussed the organizational dimension; from 2:00 to 3:00 Roger Pankratz, the classroom dimension; and from 3:00 to 5:00 you would have been involved in follow-up activities.

Several data collectors provided more detailed descriptions of these activities.

> *I observed Paul Collins' presentation on neighborhoods. He discussed six different types of neighborhoods: diffuse, integral, parochial, stepping stone, transitory and anomic, and how the following forces react within each: interaction, connection to outside, and identity. Initially, he highlighted the characteristics of all six neighborhoods in relating to the forces. The more interesting presentation followed when he discussed the best way for you as a Teacher Corps project to institute change in each of the neighborhoods.*
>
> *Data Collector*

* * * * * *

> *It is mid-afternoon. Most of the clusters have been exposed to a day of "Distant Drum"; first the reading of it, then the analysis of its content by the four content specialists from the vantage point of school, community, and multicultural. The change of pace in the instructional mode (as compared to the previous week) is drastic.*
>
> *(At 3:10 p.m.) One of the instructors, who grew up on a reservation, is giving rather in-depth answers to questions which appear to have been evolved through group consensus. She speaks of the problems Indians encounter when they want to plant a certain crop on their own land, and the time it takes them to battle the system. She talks about the Shoshone religion and the ceremonies and traditions she has witnessed since childhood. She tells about her own background and some of her family's history.*
>
> *(The audience is very attending; the instructor's own strong feelings are quite evident throughout.)*
>
> *Data Collector*

* * * * * * *

EXHIBIT FIVE

CMTI Schedule

Second Week: MICRO

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Read Case Study #1	Read Case Study #2	Read Case Study #3	Read Case Study #4	Read Case Study #5
9:00		M/C Perspective Speaker	School ORG Perspective Speaker	Community Perspective Speaker	Classroom Perspective Speaker	Cluster Analysis (4 Perspectives) - Community - School - Classroom - M/C
10:00		School ORG Perspective Speaker	Community Perspective Speaker	Classroom Perspective Speaker	M/C Perspective Speaker	
11:00		M/C Follow-Up Activity	School ORG Follow-Up Activity	Community Follow-Up Activity	Classroom Follow-Up Activity	Design Activity/ Presentation of Persp. Finding
12:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00		Community Perspective Speaker	Classroom Perspective Speaker	M/C Perspective Speaker	School ORG Perspective Speaker	Cont. Design Activity/ Presentation of Persp. Findings
2:00		Classroom Perspective Speaker	M/C Perspective Speaker	School ORG Perspective Speaker	Community Perspective Speaker	Presentation of Case Study Findings
3:00		Community Follow-up Activity	Classroom Follow-Up Activity	M/C Follow-Up Activities	School ORG Follow-Up Activity	
4:00						
5:00 Evening	Unload Weekend Focus on Upcoming Week					

EXHIBIT SIX

CMTI SCHEDULE PLANNING

Week 2

Cluster 1-8

	Monday				Tuesday				Wednesday				Thursday				Friday
	1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8	
8:00	Read "Distant Drum"				Read "Mid America"				Read "BV"			Field Trip to Logan Heights		Field Trip to Logan Heights			Cluster Check
9:00																	Paper and Pencil
10:00	Paul	Rog	Arl	Jim			Jim						Paul Arl				Assessment
11:00	Arl	Paul	Jim	Rog	Paul Jim	Arl Rog							Rog Jim				Film
12:00	Follow-up Activities						Paul	Rog Jim	Arl	Read "SC"					5 — Field Trip		Concept Application Assessment
	LUNCH				LUNCH				LUNCH				LUNCH				LUNCH
1:00	Jim	Arl	Rog	Paul			Arl	Paul Arl	Rog							Panel of 4	Film "Bridge On The River Qwai"
2:00																	
3:00	Rog	Jim	Paul	Arl	Field Trip to Old Town	Paul Jim	Rog		Film		Jim						Concepts
4:00	Follow-up Activities								Film	Panel of 4	Film						Debrief in Clusters
5:00																	Week in Review
5:30	DINNER				DINNER				DINNER				DINNER				DINNER
Evening									206 Trip								Auditorium

Room Assignments

1,2	MN	5,6	ML
3,4	CR	7,8	KS

> *I had been in on the presentation of multicultural, community, and school aspects of the eleven organizational concepts all day without any real two-way communication going on so when I came upon some real interaction, my senses, being void for so long, immediately came to attention.*
>
> *The instructor was debriefing the case study "Distant Drum," but more than that she was giving the Interns and Team Leaders her own personal reference base to the Indian people's plight and bringing the situation closer to home for them. She was giving historical data on the origins of some of the Indian stereotypes; giving some of the "whys" of their cultural ways as she saw them, and drawing out personal knowledge that the others had. The first real emotions of the day were beginning to stir when one girl said, "I feel like I want to strike out, hit something . . . but then I'd be as bad as the ones who mistreated the Indians." Other remarks led me to believe that they were ready for the feeling expression mode. But apparently in the instructor's mind she was saying, "No, that would not be appropriate now, "and so she led them on to what they could do about the "wrongs" that had been committed—making them aware of their responsibilities. The Interns and Team Leaders would find their release elsewhere.*
>
> *Data Collector*

Although a daily schedule of four content specialists and a one-hour reading period (a total of five of the seven hours of that instructional day) was not repeated, the remaining three case studies were covered and the content specialists continued to work with the various clusters on succeeding days.

The reactions of the Interns and Team Leaders to WEEK TWO were captured in some of the interview data:

> *The second week has been kind of boring, a letdown after the emotionalism of the previous week. Days go by much more quickly now and I look forward to having some time to absorb all the information back home.*
>
> *Intern*

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> *During the beginning of this week, the format is quite different. All the terms were assimilated in the first week and now they are being closely identified and applied. The lectures are good—a continued application through more activity could be interspersed, I feel.*
>
> *Intern*

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> *So far this week the case studies have been interesting. However, only the so-called "experts" have made the studies worthwhile. At this point I question that I needed the experts to aid me in gaining more feeling or knowledge about the cases.*
>
> *Team Leader*

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I am not too clear on how useful this organizational knowledge will be when I return to my local site. The teaching strategy used in my cluster has seemed to have a negative effect on the majority of my cluster Interns; the first week with many participant activities and two-way communication and the second week sitting down all day to lectures with mostly one-way communication.

Intern

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I feel the first week of CMTI was very valuable in terms of the concepts taught to Team Leaders. Leadership skills, communication skills and observational skills. I don't feel Programmed Learning is suitable as a method of teaching these skills.

During the second week I had very negative feelings about CMTI—there is too much "task orientation" within our cluster. There have not been enough recreational outlets provided and the case studies were a waste of time. I would have benefited from the content specialists just sharing their knowledge in terms of Teacher Corps and not being hindered by the case studies.

Team Leader

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If I had to point out a problem I would say CMTI has over-programmed. The subject matter is crammed down our throats. With more leisure time the program would be more enjoyable. People have started to build up defenses against the crowding of subject matter rather than learn with a willingness.

Intern

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I perceive a lack of feminist or non-sexist input in the entire structure of CMTI. I found myself very angry with a number of the speakers as they exhibited sexist behavior--for example, one of the speakers called on women from the audience to do his writing for him and even to turn the pages on the easel pad for him. A couple of the speakers used male models for all of the successful examples and females for the ineffectual, unqualified, or less than professional personnel.

Intern

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The first week was one of the most valuable, insightful and exciting (as well as sometimes uncomfortably intense) experiences I ever had. Almost all of those feelings were destroyed during the second week when we were treated as very unsophisticated learners, and "organizational concepts" which could quickly be learned were repeatedly and boringly shoved down our throats. A great deal of anger was built up, frustration at having no influence over the daily events. I felt myself *withdrawing--feeling powerless and disgusted as well as exhausted.*

Intern

After the first day of WEEK TWO, the faculty and staff became aware that the instructional plan for the week might cause some discomfort. The problem was most likely not with the materials nor with the content specialists but probably with the fact that instructional design for WEEK TWO was so different from the instructional design of WEEK ONE.

During WEEK ONE, there had been one scheduled speaker, William Smith, Director of Teacher Corps, in the evening. During WEEK TWO, six of the clusters had scheduled eight speakers during the instructional day and two clusters had ten speakers scheduled. During WEEK ONE, little if any time had been devoted to reading in the clusters; during WEEK TWO, every cluster was scheduled for three to four hours of silent reading. In WEEK ONE, the clusters met for the most part separately. In WEEK TWO, the clusters worked in pairs during the content specialists' presentations and in some cases during the field trips (which will be discussed in the next section). During WEEK ONE, the Team Leaders did not meet with the clusters; during WEEK TWO, the Interns and Team Leaders met together. On Sunday evening beginning WEEK TWO, the clusters worked on activities that would involve the Team Leaders and make them members of the group; however, the tight schedule on Monday did not provide much additional time for that purpose.

A valid conclusion based on the above facts is that the program of the second week was markedly different from the program of the first week. Invariably, when people are used to one set of conditions and find that the conditions (the norms) have changed, they become uncomfortable. That is what occurred at CMTI and that is what is reflected in the quotations from the Interns and Team Leaders.

FIELD TRIPS

Recognizing the more rigid structure built into WEEK TWO, a number of the clusters reserved time later in the week for field trips. The trips were designed with a number of different objectives in mind. They could: illustrate the methods of collecting data on a community (the two trips planned to Logan Heights in San Diego); focus on the case studies (the trip to the Indian reservation); provide a recreational break (the trip to the beach); or use a film as a means for studying organizational concepts (Star Wars).

The clusters which went on field trips either singly or in pairs, handled them in different ways. The data collectors had the opportunity to observe the planning, the field trip itself, and the follow-up. The first example which follows draws data from two field trips to the same location in order to provide a better illustration of the sequencing that took place.

LOGAN HEIGHTS FIELD TRIP

Planning

July 19

A field trip into the community of Logan Heights that had been planned by the instructors to afford the members of two clusters an opportunity to use their observation skills, as well as providing a change of pace in the week's instruction, had to be revised before it took place.

Several Interns and Team Leaders objected to the idea of marching through a neighborhood as if it were a zoo, sort of "looking around and pointing." Several people became quite emotional with the issue, and at some points, more heat than light was generated.

The cluster coordinators turned the planning of the next day's field trip activity over to the cluster itself, allowing groups and members to list possible options and alternatives which would be presented to the entire cluster, and which would be the basis of the final plan for Wednesday's activities.

This took the better part of Tuesday afternoon.

Data Collector

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July 20

On the morning of July 20, prior to the small groups going off in several directions (different options were decided upon eventually), the cluster leader opened the floor to questions regarding what had transpired the day before.

One of the Team Leaders asked for clarification of the instructional staff's rationale for planning this field trip (final planning was being done by the Team Leaders and Interns). The leader offered as explanation the fact that it would be a good change of pace after two days of intensive exposure to the content specialists' analysis of the case studies, and would also represent an experience which would come closer to resembling the actual settings of the back-home project. She also acknowledged that the cluster members had displayed a high degree of sensitivity to the potential *resentment such a group visit might cause in a ghetto area, and was pleased at that.*

An instrument to collect data from a community was shared with those going on the field trip for possible use. (See Appendix D.)

Data Collector

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Field Trip - July 20

My observation was done as I accompanied a group of three Interns and one Team Leader. We began at Chicano Park and looked at the murals which had been painted on the support structure for the Coronado Bridge. There are approximately eight of these, all seeming to have different Chicano themes. My personal reaction was that most dealt either with power type struggles, the family strucure, or love or romance images.

We were joined then by a Chicano young man who talked very freely about the park. He emphasized how it was a neighborhood park and spoke of the difficulty they had had securing the property. Originally the City owned the property and it was an informal meeting place for the neighborhood. At one point the State purchased the area and was going to take it away from the Chicanos. The neighbors united together, picketed the park and eventually forced the State to return the park to the City, which in turn gave the land to the neighborhood. At this time, the Chicanos took over and began to renovate this area; they planted grass, put in park benches and slides and swings for the children. He told how they are presently building a bandstand and hope to sometime continue this park down to the bay.

After leaving the park, we walked down Crosby Street and observed the beginning of a large residential area in Logan Heights.

Data Collector

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The cluster was given an overview of Neighborhood House by a staff member, Eric Hereford. He explained in a question and answer situation the work in the minority community. He talked about such programs as the child care centers, Headstart, the youth services, mental health agencies *and the work with senior citizens. He told how Neighborhood House was a main station and each of the other agencies feed into it.*

Data Collector

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Field Trip Feedback - July 21

This morning, small groups from both clusters are setting up informal learning stations through which they will be able to share with the whole group their experiences of the day before. Some of the groups had gone on observation walks through Black and Chicano neighborhoods. Others had been to see Star Wars, and yet others had stayed and met with Paul V. Collins in order to acquire some tips for dealing with the community.

Many of these learning/sharing stations were quite interesting and imaginatively illustrated.

Examples:

1. *An overview of the area and a map of the route this group took, with pictures of some of the places they passed through displayed on the map and marked with an "X".*

   Some of the more interesting places were described in greater detail, e.g., a Girls' Club, a housing project, etc.

2. *A list of the observations this group made were set up under two headings:*

   A. *Pre-conceptions*

      ex. ● *Low income automatically means slum.*
      ●
      etc. ●

   B. *Realities*

      ex. ● *Poor does not automatically mean bad and dirty*
      ●
      etc. ●

3. Brochures and listing of services offered by the Community Hospital of San Diego, a hospital committed to the community concept, offering services such as: Rape Center, Heroin Detoxification, Alcohol & Drug Rehabilitation, etc.

4. How Valuable Was the Field Trip?

   A. Bus trip afforded the observers:

      - Time to collect ourselves
      - Opportunity to see other areas of San Diego

   B. We chose the buddy system because:

      - We did not wish to appear conspicuous
      -
      -

   C. Criticism for the lack of organization on the part of CMTI re: this field trip:

      -
      -
      -

   B. Definitions of ghetto:

      -
      -
      -

   E. Observation of Logan Heights:

      -
      -
      -

5. Haramse House

   Information regarding this "Program designed to solve and prevent problems while assisting boys to become men . . ."

6. Star Wars

   Art work and description of some of the characters and scenes, and an illustration of how most of the organizational concepts could be applied to many of the situations in the movie.

7. A list of tips from Paul V. Collins:

A. Community Education Is A Process

-
-
-

B. Technical Tasks

-
-
-

etc.

8. ERIC: What it is and how to use it.

and others . . .

Data Collector

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July 21

By the time I arrived, a panel of six people, among whom the President of the Black Student Council at San Diego State, the PDS of the San Diego Teacher Corps Project, and several members of minorities (Chicano and Black), were seated at a table facing the audience.

Each member had had an opportunity to introduce him/herself and to make a short statement about where they worked and what they did. Afterwards, the floor was opened for questions to which the panelists responded. Since some of the members of the two clusters present had gone into the Logan Heights and Chicano communities the day before, they were able to appreciate that there could be a difference between what one can observe and what really is, and that, indeed, such was the case.

One black woman named Lorin, a member of the San Diego project, was particularly articulate and eloquent and really impressed the audience.

This discussion had started at 10:30 and finally had to be cut off at noon. There was an opportunity to meet and greet the panelists on a one-to-one basis. I overheard someone saying: "This has been the best thing at CMTI so far . . . . "

Data Collector

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BEACH

I observed a cluster take a field trip to a beach near San Diego. The nature of the field trip was very informal with cluster members being transported by cars and prearrangements all set for the purchase of hamburgers, hot dogs, relishes, soda, beer, wine, etc. While at the beach, some Interns and Team Leaders swam, others sunned themselves, others talked in small groups, while others helped get the fire ready and prepare the food.

During the observation period no official instructional activity occurred. I was told they were to happen later.

Data Collector

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INDIAN RESERVATION

Planning

I observed the faculty member developing an orientation for a field trip to be taken to an Indian Reservation. She put eight sheets of newsprint on the wall around the room. Four of the sheets had "Do's" on them; four had "Don't's" on them. After about ten minutes in which the Interns and Team Leaders were asked to write at least one "Do" and one "Don't," the list was discussed.

Most of the "Do's" were typically:

Be yourself
Be attentive and courteous
Keep observations to yourself
Speak in a quiet voice
Act natural but intelligent
Realize you are a visitor

Examples of "Don't's" were:

Don't take pictures
Don't take notes
Don't stare
Don't wander on your own
Don't point

Three "Don't's" were a little different:

Don't refer to them as "You people"
Don't tell them your best friend is an Indian
Don't ask them to do a rain dance

Things they decided to look for were:

The Physical Aspects:

- *School and communities locations*
- *BIA offices or influences*
- *Housing patterns*
- *Informal gathering places*
- *Shops or small businesses*

The discussion continued after the observation period.

Data Collector

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This was my first visit to an Indian Reservation, and like everyone else I had certain expectations of what an Indian Reservation would be like. Aztec Bus Line took us to where we would meet Larry Rodriquez who had gone through Teacher Corps as an Intern and had decided to return to the reservation. He would be our guide.

The reservation was in Rincon, rather hilly, mountainous terrain, and as we rode along we could look down into deep valleys and look up at beautiful mountains. Larry decided first to take us to the Indian Reservation campground and I suddenly realized that people who have said they had been to a reservation may have merely gone to a campground and not necessarily seen where the people live. Larry said something very interesting as we entered the campground. He said that the first gate was for everyone--campers and visitors--but the second gate was for tribal members only. The person sitting next to me made a beautiful analogy from what he said. She said that people outside of a culture--the outsiders--can never get past the first gate; therefore, they will understand and know that culture only to a point. The "outsider" to a culture never goes through that second gate.

The campground was very nice with a running stream, the usual campground barbeque pits, and a general store making the scene. Posters were up on the outside of the store and I happened to read one about a sun dance which was scheduled for a gathering in support of some incarcerated

Indian brothers.

Our next stop was at the mission, which was centrally located in the community. I was allowed to enter the chapel only after finding something to cover my head. The most prominent things in the chapel were the statues of Jesus and Mary, the mother of Jesus. There was a small museum in the mission, which we were able to browse through, and a place where we could buy postcards and souvenirs.

Another resident of the Reservation was kind enough to sit in on a question and answer session with us and answer some of our questions. She spoke of the Tribal Council, which is the decision-making body on the Reservation, and told us about the BIA's (Bureau of Indian Affairs) role. She said that the BIA was still very powerful, and just recently required that the Reservation sell land to them for $0.42 an acre. A planning development group, however, had been instrumental in getting freeway development across the Reservation stopped. She also said that some new low-income houses (which we saw along the roads) would soon be finished, and more of their people would be moving back on the Reservation. Houses, by the way, were not as primitive as some of the Interns had expected.

Our final stop was at the new Tribal Meeting Hall, called Wasxayam Pomki, which was a large, very modern building. We were told that a large empty room which we were shown would be their new museum. This would be filled with materials from other museums in California which were being given back and rotated around to their museum.

I believe everyone felt that the visit to the Reservation was a worthwhile experience, even though some felt that they didn't see enough to get a real feel for it. But then, in my opinion, we couldn't expect to get to know the culture in one day, or to get very far beyond the first gate, could we?

Data Collector

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STAR WARS

This cluster viewed "Star Wars" as a visual aid in studying the organizational concepts. A "Star Wars Study Sheet" was passed out before the movie was seen, and participants were asked to look for such things as stereotypes, formal structures, informal structures, power, authority, influence, and temporary systems in the film. I was unable to stay for the entire debriefing, but participants did generate answers to most of the *questions. They all agreed that there was a definite "good guy—bad guy" theme that was played up by built-in stereotypes. For example, the "bad guy" was dressed entirely in black, with a solid black face and unhuman features; while the "good guys" wore light colors and wore almost Jesus-like clothing. Participants seemed very involved in generating answers to the study sheet questions, and seemed to be able to point out the organizational concepts quite well.* (An example of the study sheet appears in Appendix C)

Data Collector

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The last day of WEEK TWO was also different in format from any of the previous days. In the morning the data collection staff administered a questionnaire designed to measure gains in knowledge of the organizational concepts that had been studied. In addition, the Interns and Team Leaders viewed the movie, *Up The Down Staircase*. Following the movie, another questionnaire was given in which the participants were asked to recognize the application of the organizational concepts as they were represented in the movie.

In the afternoon, the movie *The Bridge On The River Kwai* was shown, and the week ended with a debriefing about the organizational concepts represented in the movie.

Newsprint posters also appeared on cluster walls during WEEK TWO:

Last night proved that some white Southerners do have soul.

It's more important for people's heads to be swelled than to be shrunk.

WEEK THREE

At 10:15 a.m., Monday, all of the assembled participants at CMTI rose to their feet and gave a thunderous round of applause to Jack Gant, Dean of Education at Florida State University, at the conclusion of his lecture opening WEEK THREE.

Dr. Gant reviewed the major components of a temporary system (planning, building, operating, closing, and follow-up). He stressed that although the participants would be closing down the CMTI temporary system, they should be thinking this week in terms of planning and building for the temporary system to which they would be returning, their local Teacher Corps projects.

> *There are three kinds of people who come into temporary systems. First the tourist who never takes membership, "This isn't the real world." The next is the expatriate who buys into everything, enjoys everyone. Three weeks in a world that is really happy. The other kind is the active learner. Someone who comes with objectives about what they want to take back to their permanent system. . . .* (The local school district)

> *Some tasks you have to do this week: You've got to get some actual, real plans written down on paper with specific assignments as to who is going to do what. And that's going to be tricky. Here's what you need in forward action plans:*

> *You must write down your objectives and expectations before leaving here. You need to plan for the norms that you want to negotiate back in that home system. You need to plan for the roles that you want to assume back in that system. If you don't, you end up with the roles the system has in mind for you. You've got to plan what resources you found in this resource-rich environment here that you do not have in your permanent system that you will take back with you. You've got to decide what constraints you will have and how you will analyze them.*

The purposes of WEEK THREE were to:

> *Develop the relationships/skills of project teams;*
>
> *Use real data relevant to project team;*
>
> *Develop strategies for gathering and examining local project data;*
>
> *Design plan for reentry, participation, and learning about the back-home project.*

The goals and objectives related to these purposes are included in Appendix E. The micro schedule originally planned for WEEK THREE is shown in Exhibit Seven. One major change occurred in this plan: the mini-versity

EXHIBIT SEVEN

Third Week: MICRO

CMTI 77 Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		CMTI Speaker Temporary Systems "Exiting and Entering"	Using a Joe/Harry window design & existing backhome information, determine: 1) Project goals 2) What you know about the project 3) What you need to know about the project related to: a) multicultural education, b) community involvement, c) school org., d) classroom instruction	Home Teams develop specific observation instruments to gather appropriate project information related to community involvement, school org., classroom instruction, and multicultural orientation	Review & Highlight CMTI
9:00	Mini-Versity				
10:00	Interns, Team Leaders, Staff Share Expertise/ Experience	Read "Temporary Systems"			Documentation Activities
11:00		Clarify/Identify Areas of Concern for Entering TS			
12:00		LUNCH	LUNCH	LUNCH	
1:00		Joe/Harry window/ feedback activities (home team groups) identifying strengths & weaknesses related to the team's and individual's roles & responsibilities in the areas of - multicultural education - community involve - school org. - classroom org.	Instruction in Selected Systems for developing observational data gathering instruments	Instruction in Selected Systems for determing cultural bias in media and print materials	Bye/Bye Party
2:00					
3:00					
4:00					
5:00					

scheduled for Monday was not held and the activities scheduled for the next four days were spread over five days.

Three additions to the CMTI community life took place during WEEK THREE and gave it a distinctiveness that made it considerably different from the first two weeks. (See Appendix E.)

When it was realized during WEEK TWO that there was a need for a structured recreational program, the administration of CMTI was able to obtain the services of Marie McKibbin who in one week established a popular recreational program. The Schedule of Athletic Events in Exhibit Eight reveals how quickly and effectively this program was established and run.

The second distinctive aspect of the third week was the addition of the multicultural component to the meals. The memo and several sample menus on page 49 illustrate the richness of the ethnic meal service.

The third activity was the Talent Show held on Thursday evening. Since Friday was the final instructional day, the Talent Show became not only an excellent evening's entertainment but also a reminder that the CMTI temporary system was closing. One cluster concluded its performance by having the audience join them in repeated choruses of "It's a Small World after All."

The instructional activities during the third week were as intense as those of the first two weeks, but again quite different.

While working on the back-home plans was the major emphasis of the week, other cluster activities did continue. Multicultural activities and concern with communication skills are described in the following data collector's reports.

This cluster met at the Institute for Cultural Pluralism for a presentation from that office. Vida Van Brunt arranged the presentation, and together with Iris Santos-Rivera spoke about racial and sexual biases found in school materials and how to check for these. Vida told the cluster members that none of them should feel guilty if they don't do something about it in the classrooms.

Iris Santos-Rivera, who is of Puerto Rican origin, spoke of women as being "the minority which is a majority" and also gave some insight into how other cultures perceive cultures within the United States. For instance, in reviewing some books used in Latin American elementary schools, she found that one in particular was filled with racist stereotypes of Blacks. She said that many school officials could not be convinced that many of the books in their schools contained racist content. Cluster members seem very interested in this new perspective on educational materials.

Data Collector

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EXHIBIT EIGHT

SCHEDULE OF ATHLETIC EVENTS

Friday - July 22nd

Basketball	- 6:30 p.m.	If you want to be on a I.M. team, you should be there Friday by 6:30 p.m., games will be played everyday.
Volleyball	- 6:30 p.m.	At the volleyball court by the pool. Contact Robin Brown, Rm. C208 for information.

Sunday - July 24th

Volleyball	- 6:30 p.m.	At the pool.

Monday - July 25th

Basketball	- 6:30 p.m.	(I.M. team and pickup)
Volleyball	- 6:30 p.m.	At the pool court.
Bowling Tournament	- 8:30 p.m.	The bowling alley is in the lower level of Aztec Center.

Tuesday - July 26th

Basketball	- 6:30 P.M.	
Volleyball	- 6:30 p.m.	At the pool.
Water Games	- 6:30 p.m.	Fun games for swimmers and non-swimmers, relay races - walking, swimming, and diving for pennies, shallow and deep water games. Contact Harrison Duke for information.

Wednesday - July 27th

Basketball	- 6:30 p.m.	(Pick-up games).
Old Fashioned Relay Day	- 6:30 p.m.	Volley ball Games - At Sand Court by Aztec Center
Sack Races		
Spoon and Egg Races		
Three Leg Races		Softball Games
Balance Games		
Wheel Barrow Race		
Tug O' War		

Thursday - July 28th

Basket ball	- 6:30 p.m.	Finals
Volleyball	- 6:30 p.m.	

July 22, 1977

TO: The CMTI Family

FROM: The Multicultural Component

Thanks loads for the many wonderful suggestions from the various "ethnic pantries"!

Since we could never include all of them, we decided to work with Food Services to provide a "Multiculturally Flavored Interlude" at the dinner hour each day beginning Monday, July 25, and continuing through Thursday, July 28.

The selections included in this four-day emphasis are those furnished by various members of the CMTI family.

Special features include entertainment by House of Colombia Dancers on Tuesday, Ramon Sanchez Band and Creative Jazz on Thursday; the culminating event will feature "Ethnic Entertainment" from our own family group.

See you!

CUISINE AND ENTERTAINMENT

DEL MUNDO WITH

CMTI

MONDAY - JULY 25

ENTREE
Teriyaki Chicken
(Asian)

DESSERT
Wojapi - Stewed Blueberries
(Plains Indians)

Kelly's — Teriyaki Chicken

2 fryers (whole) quartered
2 cups Kikkoman soy sauce
2 cups sugar
1/2 cup white wine (sauterne) (No Red)
2 tbs. ginger powder or fresh ginger
2 tbs. garlic powder (or juice from garlic)

Cook chicken, bone side down. Low heat. (On grill) Mix all ingredients for sauce. Do not put sauce on meat while it is cooking. When chicken is done, begin dipping it into the sauce and placing it back on grill. Avoid high flame, so chicken won't burn. Repeat this dipping of chicken several times, being careful to avoid burning.

Wojapi - Stewed Blueberries

Stewed blueberries with light mixture of corn starch.
Sweetening
Cinnamon

Wednesday - July 27

ENTREE
Arroz Con Pollo
(Rice with chicken)
(Dominican Republic,
Puerto Rican, Cuban)

DESSERT
Sweet Potato Pie
(Black American)

Arroz Con Pollo

2 cups rice
4 cups chicken broth
1 can tomato sauce
1/4 pound bacon
2 cloves garlic
1 cup olives & capers
Oregano, salt, pepper
1 chicken

Cut chicken in serving pieces. Chop onions, green peppers, bacon, smash garlic. Sauté chicken in bacon fat until slightly brown. (Reserve bacon for garnish; put aside.)

In fat, sauté onions and peppers. Once transparent, add olives & capers, then rice. Stir until transparent. Add tomato sauce, spices (garlic, too), broth and chicken. Cook covered over moderately slow fire until stock is absorbed. Stir slightly and allow to cook until rice is tender. Serve with sweet peas and pimento and bacon or garnish.

Sweet Potato Pie

Sweet potatoes — Boil with jackets on. Peel, mash & add butter, sugar, canned milk, eggs, nutmeg, cinnamon.
Pie crust.

Thursday - July 28

ENTREE
Blackeyed Peas with Ham
(Black American)

BREAD
Corn Bread
(Southern American)

VEGETABLE
Pansit Satangsan
(Philippines)

Blackeyed Peas with Ham Hock or Salt Pork

Wash meat well. Cover with water and cook until tender. Drain water off and dice. Soak peas 1-1/2 hours in hot water, add diced meat and boil until peas are tender. (Allow sufficient water for thickened soupy texture.)

Pansit Satangsan

Prepare sliced onions, garlic, carrots, cabbage, and green beans. Sauté and set aside. Soak Satangsan noodles in hot water. Saute' noodles and add some stock from chicken (1 cup). Cover noodles with sautéed vegetables.

Corn Bread

2 cups corn meal
3/4 cup flour
1 egg
1 pinch baking soda
1 tbs. sugar
1/4 cup shortening

Mix dry ingredients together. Then add egg, shortening, and enough buttermilk to achieve desired consistency. Bake in well greased pan in 350-400° oven for 30-40 minutes.

I observed perception slides on prejudices and biases in Cluster I. It often was in a humorous vein, but the message was very serious. It showed very humorous slides in which animals speak in somewhat human terms about each other, such as a Panda Bear saying to another Panda, "We are cute aren't we," or a pair of elephants when looking at their offspring comment that, "He has your eyes, but my trunk." The slides also showed how initial reactions to something often limit our perspective.

The presentation also dealt with the stereotype view of Japanese and Chinese which exists in our culture. First it pointed out how mass efforts were made at the beginning of World War II to show the difference between Japanese and Chinese, and then it showed a series of greeting cards containing oriental looking people. Not surprisingly, one had a supposed Confucious saying (Chinese) being spoken by a Geisha Girl (Japanese).

Data Collector

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I observed the completion of a presentation on communication in which the instructor discussed comments from two Team Leaders about the use of Eye Contact messages. They agreed that proper forceful eye contact can clarify any message whether negative or positive. A third member of the cluster felt that certain negative statements were negative no matter what the eye contact, and that the words themselves were what was important. They also discussed the use of the word "you" in communication, and felt it served the purpose of gaining the close attention of the listener in almost every case.

Data Collector

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Teams were for the most part doing back-home planning all day, and as part of their taking a look at their projects and team, they were looking at themselves and each other. This team was using the Johari Window to tune in more to what they knew about themselves; what others knew about them.

"Johari Window" is referred to as "an experience in self-disclosure and feedback" and is intended to allow for a structured enhancement of the knowledge of self. To begin with, the window looks something like this:

	Known to Self	*Not known to Self*
Known to Others	*1. Area of Free Activity*	*2. Blind Area*
Not known to Others	*3. Hidden Area*	*4. Area of Unknown Activity*

The object is to use self-disclosure and feedback in order to enlarge the known areas and diminish the unknown areas. At my entry into the group, the Team Leader was stating what she knew about herself, followed by what the Interns knew or thought about her that she didn't know. In my opinion, they were bringing out things that probably could not have been dealt with at the beginning of CMTI and were handling it beautifully. The Team Leader knew that she liked things structured and was sometimes a bit autocratic when she felt it was necessary, but she didn't know that she sometimes made the Interns feel like children and was somewhat "mothering" at times. Feedback was given and received easily, and it was apparent that this team had worked at building good communication skills.

Data Collector

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The major activity, however, throughout the week was back-home planning as illustrated in the following reports.

Jack Gant, who spoke to the entire Intern body this morning, was in this cluster as a resource person this afternoon and again had everyone's undivided attention. Questions were directed to him about temporary systems, and how to deal with conflict. He applied his concepts to a CMTI conflict situation which everyone was aware of--the Sunday evening warm-up sessions. The conflict was between the needs of the staff and the needs of the Interns. "For example," he said, "Roger's need may have been based on research which says that when groups have the weekend free with a start-up on Monday, participants may get back late, not get a good night's sleep, and the following Monday either half the day or the whole day is wasted."

He also said that the Interns may have had a need to get away and not be responsible for CMTI business until Monday morning. They probably also felt that they would be responsible for the amount of rest they got, and could be trusted to be ready to work Monday morning at 8:00.

Dr. Gant said that whenever there is a win/lose situation, there will be conflict. He felt that people may be able to buy into each other's reasoning and avoid conflict.

He went on to talk about team building, personalities, and how to accentuate the positive. In a ten-minute exercise he had each member in a team project say something good about everyone else in the group. They were each given one minute and then five minutes at the end to wrap it up. He later told them that this was an exercise that they may want to use to heighten the energy level of participants. He explained by noting that when given a short period of time (one minute) to generate information, you have to become energized in order to quick-

ly put it together and respond; and this raises the energy level of the participants when the speaker may be losing them to boredom, restlessness, or sleep.

Data Collector

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I observed one team which, not unlike the others, was planning their strategy for reentering their more or less permanent system at home, and the school system they were to work in. The Team Leader brought up the subject of whether or not they (the Interns) wanted to enter the system as teachers or students. Drawing on Jack Gant's presentation on the subject she stated that how they entered the system would influence how people in the system received and perceived them. Two of the Interns quickly said that they felt that they were students and wanted to enter the system as students; one had strong feelings about entering as a teacher and said that she felt that she was a teacher; and one said that she felt she had a lot to learn but did not necessarily want to be treated as a student. At this point, the others agreed that they all had a lot to learn and said that perhaps they could be considered learners. Since all were still not happy with that term, particularly the one who wanted to be seen as a teacher, I could tell that this was not the end of the issue. Some conflict may possibly arise at a later date.

Data Collector

I observed two team presentations. The first was just ending, but was by a team from Kentucky and they were describing the effects of flooding on the school and how the community was attempting to reroute the river. This could provide additional areas for homes and help reduce the danger of floods.

The second presentation was from a group from the Angelo Patri School in New York City. They first did a role playing activity where the Team Leader and an Intern took the role of veteran teacher in the school and were talking informally about Teacher Corps and questioning what good it was and why it was necessary, and being very negative about the whole operation. At this point another teacher interrupted and began to read a memo from the office on the role of Teacher Corps in the school. She ended by introducing a new Teacher Corps member to the two doubting teachers. After the memo, they seemed satisfied with the work of Teacher Corps and met the new staff member with open arms.

The second part of the program was a reading from a booklet put out by the Angelo Patri School to familiarize the community with the school. The reading was about a boy, "John Finkelstein", who was continually in trouble in every junior high he had been in. One day, after a talk with Angelo Patri, John was given a small plot of land near the school. At first he only threw his knife into the ground, but eventually turned his efforts to planting and raised great strawberries. His en-

tire attitude changed and he turned towards drama on Angelo Patri's advice, and in the end became the actor, John Garfield.

Data Collector

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At the end of the week, each team had completed a back-home plan. Approaches for collecting data about their schools and communities were completed, a means of informing persons back home about CMTI was decided upon, and each team had determined how it wished to enter its permanent system.

Interviews were again held with the Interns and Team Leaders. During this last week, the participants were more reflective about the entire experience than before and, as is true in any group, there was a range of positive and negative reactions.

I feel that the past three weeks have been a very mind opening experience. I met so many interesting people with various backgrounds that I really wish we had more time to learn from each other. At times the material presented in cluster was repetitive and some points were definitely overworked. I'm being very honest when I say that it has been an excellent living/learning stimulus and the few points I found conflict with aren't even worth mentioning.

Intern

* * * * * * *

Initially CMTI was a big question mark in that I could not imagine what kind of activities or programs could sustain themselves over an intensive three-week system. The first week, after overcoming general problems of acclimation to the new environment, I found rewards in the personal interactions, both in and out of the classroom, with the diverse cultural and personal elements available through the CMTI framework. Several interactive games enhanced this experience. WEEK TWO presented a different outlook. Bogged down in the presentation of important, but iconoclastic organizational vocabulary, the after-hours social activities provided most of the impetus in completing the week in a positive frame of mind. Ironically, the third week has exposed itself as a combination of the first two. A pattern of self awareness and knowledge of the personalities of individuals of the team became known as we undertook our first real group project and interacted on levels in which I suspect we will attempt to maintain throughout our Teacher Corps commitment. Nevertheless, time takes its toll and the third week for me begins to drag as Cluster Leaders, Team Leaders, and Interns struggle for more thoughts, more information, more feedback and more sharing. The issues are forced, the feedback is declining and a sense of rest, relaxation, and recreation pervades as I bide my time patiently anticipating return to my home site.

Overall, I feel CMTI has been a positive venture. Definitely stimulating, occasionally frustrating, but *in general rewarding. I do not feel that these past three weeks have been spent in vain. I have observed and I have learned.*

Intern

* * * * * * *

CMTI has been an experience which I will not forget, but I don't feel that I have learned much about teaching as a skill. I feel that the materials that we covered could have been done at home.

Intern

* * * * * * *

I came to CMTI with an open mind, but had heard and used the word or the phrase "being programmed." I was reduced to being programmed in the first two weeks. In the first week I suffered from data (input) overload. By the end of the second week I had a firm grasp of Organizational Concepts. However, I found that in a given informal, high exposure contact with these concepts, I was unconscious of them. I must "tune in" to using these concepts. I do not carry them with me consciously. Maybe this is good.

In this final week, my attitudes and focus have changed to include my personal feelings, ideas I have formulated, and speculating on their possible application on and to my back-home project. This potential application possibility is exciting to me and I feel I am like an artist with a blank canvas, having the basic colors, elements and structure in mind—I'm ready to go!

Intern

* * * * * * *

On a scale of 1-10, the best day was worth a 3. I expected to meet some very professional people—they were difficult to find. I greatly resented the juvenile treatment we received. I met some great people whom I hope will make Teacher Corps successful as a national effort to improve the quality of education. The Coors was good and much cheaper here!

Intern

* * * * * * *

CMTI prior to arrival:

I was completely in the dark about the program. My expectations were, that we would have lots of group work and would be defining the program according to the teams role.

After arrival:

I could not understand how the four target areas could be fit in a meaningful curriculum. I had never studied organizations. The breakdown of the three weeks seemed very logical. I liked the emphasis on training in leadership skills for Team Leaders.

After two weeks:

The Team Leader training was very good. It was low key. The presentation of the Santa Barbara material was excellent with everyone paying attention. The cluster work the second week was well handled and organized. The cluster coordinator's control and concern were very evident but not overpowering. The case studies were helpful but were too long. The repetition tended to overkill. I think the case studies are a valid part of the curriculum but some study into presentation should be undertaken.

Team Leader

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The only positive aspect of WEEK TWO was the interaction that took place because the Cluster Leader gave the instructional design to the learners. This is the true content—negotiation, planning, and evaluation feedback.

I feel the film and the testing that followed was an invalid and unreliable source of information.

Intern

* * * * * * *

I expected CMTI to be many things, perhaps mainly negative . . . however, I've discovered it instead, to be very rewarding, very meaningful. In fact, I believe this experience in many ways will be beneficial on returning to my project site. The teaching staff, other Interns, and accommodations here at SDSU have all been conducive for learning, too. Everyone here in my cluster seems to be well motivated, a lot is accomplished, people interact well despite differences, everything somehow runs very smoothly, surprisingly so.

Intern

* * * * * * *

The first week was one of the most valuable, insightful, and exciting (as well as sometimes uncomfortably intense) experiences I ever had. Almost all of those feelings were destroyed during the second week when we were treated as very unsophisticated learners and "organizational concepts" which could quickly be learned were repeatedly and boringly shoved down our throats. A great deal of anger was built up, frustration at having no influence over the daily events. I felt myself withdrawing—feeling powerless and disgusted, as well as exhausted. The third week was influenced by the frustration of the second. It took several days to get energy back. Today (day 3 of week 3), I'm feeling better. Generally, I feel good about CMTI but think WEEK TWO was an unnecessary disaster.

Intern

* * * * * * *

CMTI was hip!

Most definitely a learning experience.

I have a multi-impressionistic outlook. It was beautiful, interesting, sometimes boring. I enjoyed being around so many different people.

Intern

* * * * * * * *

On Saturday morning, most of the Interns and Team Leaders left for home.

Two women, one black and one white, stood on the second floor balcony waving good-bye to their friends as they boarded the buses. When it was time for them to leave, they hugged each other for what seemed like five minutes and cried and cried.

Data Collector

The participants returned home and CMTI 1977 was concluded.

There is a moral to that story (the Bear Hunt). When you go back into your settings, if you go looking for bears, you might find them. But if you go looking for some people who are really interested in children, people who really want to help kids to learn more, who want to make this a better place for us all to live in, you'll probably find that, too. I hope you will take from CMTI the kind of leadership and enthusiasm that will make this a better country for all of us to live in.

Jack Gant

CONCLUSION

While this document is not designed to provide a detailed analysis of the CMTI data, it seems somehow inconclusive not to include material related to some of the most important aspects of CMTI. For that reason, we are reporting on the following questions that we feel would be of broad and general interest to the readers of this volume.

I. Did the participants learn the organizational concepts?

II. What did the participants learn about multicultural education?

III. How did the participants feel about CMTI?

IV. Is CMTI likely to impact the local projects?

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I. DID THE PARTICIPANTS LEARN THE ORGANIZATIONAL CONCEPTS?

The design of CMTI focused on eleven organizational concepts. These concepts were described in written materials given to the participants. The four case studies provided examples of how these concepts were illustrated in actual Teacher Corps projects. In addition to these materials, the faculty used a variety of techniques and additional material to reinforce what the concepts were and how they could be applied. Finally, four content specialists assisted in developing materials and spent one week at CMTI assisting the participants in studying the concepts as they were illustrated in studies of multicultural education, schools, the community, and the classroom.

Both Team Leaders and Interns showed significant gain in their knowledge of the organizational concepts during CMTI. On the pre-test, the participants answered correctly approximately 51% of the items. On the post-test, they responded correctly to approximately 71% of the items (significant at $p < .01$).

In addition, on the application film test, the participants answered correctly 65% of the items. The overall knowledge level, 71%, can then be compared to the application level, 65%, a difference of only 6%.

In both sets of tests, the Team Leaders' and Interns' scores were very close with no significant differences between the two groups.

One can answer the first question posed in this section:

Yes. The knowledge about the organizational concepts increased by approximately 20% during CMTI. In addition, evidence exists that participants could apply *this knowledge to a film situation in proportions closely related to their knowledge level.*

II. WHAT DID THE PARTICIPANTS LEARN ABOUT MULTICULTURAL EDUCATION?

The living-learning environment that existed at CMTI was designed to provide multicultural living experiences for the participants. In addition, a multicultural content specialist was on the instructional staff and each of the organizational concepts was related during the instructional periods to implications for multicultural education.

Reporting data on the multicultural impact of CMTI is slightly more difficult than reporting data on the knowledge gain about the organizational concepts.

Several sources of data, however, support the conclusion that CMTI provided a learning environment for increasing knowledge about multicultural education.

In the post-test the participants were asked to list no more than five specific things they learned about other ethnic groups and/or education in a multicultural society. Seven hundred and twenty-five specific responses were received. The greatest number were related to race/ethnicity (171), with statements about native Americans, Chicanos, Whites, Puerto Ricans, and Blacks dominating the responses in that order. Differences and similarities were mentioned 54 times, language 48 times, with culture and multicultural education each receiving 33 comments. The remaining responses were classified under the headings: Norms, 28; stereotyping, 24; values, 19; books, 15; food, 14; communication, 12; and ethnicity, 12.

In addition, participants were asked to assess CMTI in a variety of ways, including one set of questions on multicultural education. On a five point scale *(1. strongly disagree, 2. disagree, 3. neutral, 4. agree, 5. strongly agree)*, the Interns had a mean response to the three multicultural questions of 3.62. In responding to questions about increased knowledge and about enriching their environment, the responses were approximately 3.90 — nearly a full *"agree"* position. However, the question related to *"likely to change actions in the future"* had a response rate of 3.10, a nearly *"neutral"* position.

The participants were also asked, *"Has your perception of yourself changed in relationship to other ethnic groups?"*

One hundred forty-nine persons stated positive ways in which this had happened. In addition, forty-six people were positive about the CMTI environment, but indicated that they already had a broad awareness about themselves in relationship to other ethnic groups. Thirty-eight people answered *"no"* and one person said *"yes"* adding that he/she had become more prejudiced.

One can answer the question posed in this section:

The participants learned a great

deal about other cultures and approximately 60% of them changed their perception of themselves in relationship to other ethnic groups.

III. HOW DID THE PARTICIPANTS FEEL ABOUT CMTI?

On the five point scale referred to before, the participants were asked to assess their reactions to the following aspects of CMTI: *General assessment, faculty, content, organization, instruction, multicultural.* (The data for this area was reported in the previous section.)

The most positive reactions related to general assessment and faculty at approximately a 4.00, with multicultural next at approximately 3.57, and content, organization and instruction third at about 3.45. Each of these totals is on the *"agree"* side of the *"neutral"* position.

Reactions to two specific questions are particularly appropriate to gauging an overall impression of CMTI.

The item, *"Generally CMTI was a very good experience,"* was rated 3.92 by the Team Leaders and 4.07 by the Interns, and *"I would recommend CMTI to others,"* was rated 3.83 by Team Leaders and 3.94 by Interns (all responses at or near the *"agree"* level).

One can answer the question posed in this section:

The participants felt positively about CMTI.

IV. IS CMTI LIKELY TO IMPACT THE LOCAL PROJECTS?

In the general assessment referred to above, the participants were asked to rate the item, *"I plan to apply ideas from CMTI immediately or in the near future."* The Team Leaders rated this item 4.13 and the Interns 3.94. Both responses reflect agreement with the statement and indicate a potential for impact on the local projects.

In addition, each of the 54 teams completed a back-home plan. These plans varied considerably in detail but continued such elements as *"Description of CMTI"* (in 38 plans), *"Observation Instruments for the School"* (in 27 plans), and *"Observation Instruments for the Community"* (19 plans). The observation instruments referred to were used during CMTI in many cases in conjunction with the field trips.

One can answer the question posed in this section:

Yes. Personally, the participants felt they would utilize CMTI upon returning to their sites and, in addition, approximately half of the projects included observation instruments used at CMTI in their back-home plans.

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This brief description of a small portion of the data included in the companion report on CMTI 1977, supports the conclusion that:

The participants achieved the

content objectives related to the study of organizational concepts.

The participants achieved both content and affective objectives related to multicultural education.

The participants felt CMTI was a positive experience and would recommend it to others.

CMTI will have an impact upon the local projects.

APPENDIX A

DEFINITIONS OF ORGANIZATIONAL CONCEPTS

DEFINITIONS OF ORGANIZATIONAL CONCEPTS

Prepared by: James Tanner
with assistance from Alexander Feldvebel
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Prepared for Teacher Corps

Corpsmember Training Institute

1977

NOTE TO USERS: Most of the terms in this paper are operational definitions, or at least specialized meanings for many words. The reader should recognize that widely-used "every-day" definitions of many of the terms might not apply. Terms used here are defined in the context of organizational studies, for the purpose of providing a common language at CMTI.

July 8, 1977

The purpose of this document is to provide a summary description for 11 major concepts that are considered important to the understanding of organizational dynamics. The description of each concept will include:

1. A One or Two Sentence Definition.

   This is to provide the reader with an initial understanding of the concept; that understanding will expand through experience.

2. Attributes.

   Characteristics that are usually present when the concept can be identified in an organizational setting.

3. Related Factors.

   Conditions or elements that relate directly to the concept affected or make it what it is.

4. Typology.

   Time categories are forms of the concept.

5. Exemplars.

   Examples of the concept in real life setting in the community, the school or the classroom.

ORGANIZATIONAL CONCEPTS

CONCEPT: Influence --
Power - Authority

INFLUENCE: Influence is the capacity to have an impact on the course of events in an organization or on the behavior of a group or person. It may be distinguished from power or authority in that it is persuasive, whereas power and authority are coercive.

SOURCES OF INFLUENCE: Tradition, blind faith, rational faith, rational agreement.

ATTRIBUTES:

- uncertainty (may be ineffective)
- expandable
- influencer--influenced
- needs--fulfillment related
- attaches to an idea or value (ideological)
- persuasiveness

RELATED FACTORS:

- credibility
- communication effectiveness
- motivation
- norms (ideological)
- informal structure often a source
- role sets

TYPOLOGIES: French and Raven:

- expert
- legitimate
- referrent

AUTHORITY: The right to direct the behavior of others because of position. (The right to use force)

CONCEPT: Authority (continued)

ATTRIBUTES:

- hierarchy (differential status)
- acceptance by subordinate
- legitimacy
- value based
- coercive

RELATED FACTORS - INTRAORGANIZATIONAL:

- norms (articulate authority)
- perceptions of options
- accepted because of its source
- locus is in formal organization
- subordinates define limits

RELATED FACTORS - ENVIRONMENTAL:

- laws
- supra-system* characteristics

EXEMPLARS: (Authority)

SCHOOL

- principal decides on rules for pupils, announces them, expects compliance
- principal "pulls rank" in arranging schedule of activities
- language arts consultant requested by teachers to conduct workshop
- Teacher Corps Intern refers questions about status to team leader

CLASSROOM

- teacher sets rules because "she is the teacher"
- children in parochial school acquiesce to rules and regulations
- teacher and aide team share responsibility for arithmetic drill exercises
- class president appoints prom committee

COMMUNITY

- advisory group requests permission to meet in school
- parent group requests assistance of principal in securing police help
- superintendent selects school opening date in consultation with P.T.A.

MULTICULTURALLY RELATED

- rules do not recognize absence excuse for religious or ethnic holiday
- students refrain from using language other than English in classroom
- principal selects bilingual teacher as counselor

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*The large system of which the smaller system is a part (i.e., the school of which the classroom is a part).

CONCEPT: Power

POWER: Capacity to require specified behavior. (The ability to apply sanctions in case of non-compliance)

ATTRIBUTES:

- control
- requires submission
- attaches to a person or group (sociological)
- ability to introduce force into a social situation

RELATED FACTORS - INTRAORGANIZATIONAL:

- norms affected by power
- reward/punishment system
- access to data
- personal competencies
- organizational goals
- locus may be in formal and/or informal organization
- determined by numbers, degree of organization, and resources

RELATED FACTORS - ENVIRONMENTAL:

- law
- allocation of resources
- community values
- community norms
- opportunity and constraints
- history

TYPOLOGIES: **French and Raven**

- coercive
- reward

Etzioni

- normative
- renumerative
- coercive

EXEMPLARS: Power

SCHOOL:

- principal obtains compliance by threats
- principal decides which teacher will return next year

CLASSROOM:

- students "strike" over too much homework; teacher changes
- teacher sets rules for number of "cuts" allowed per year

COMMUNITY:

- citizens reject tax levy
- group boycotts school because of presence of certain teacher; teacher fired

MULTICULTURALLY RELATED:

- administrator hires and places staff without regard to cultural features of school community

CONCEPT: Power (continued)

SCHOOL:	CLASSROOM:	COMMUNITY:	MULTICULTURALLY RELATED:
• Teacher Corps Intern fails to follow director's instruction about payroll procedure (loses day's pay)	• pupils recommend procedures; teacher ratifies	• patriotic group demands flag display daily; principal refuses; principal fired	• ethnic role model (as identified by administration) assigned as counselor for particular group • Board rule passed setting quotas for ethnic hiring

CONCEPT: Decision-Making

DEFINITION: The process of reaching judgments about persons events materials and ideas, and making choices.

ATTRIBUTES:

- risk-taking
- goal interpretation
- decision-maker(s)
- multiple possibilities for action
- recognized need for action (issue; question or problem)
- rooted in the process of perception
- has factual and value elements

RELATED FACTORS - INTRAORGANIZATIONAL:

- competence
- clarity of goals
- organizational structure--formal and informal
- internal communication
- rules and regulations
- slippage common when implemented
- role sets
- data adequacy and sources
- leader behavior (style and values)

RELATED FACTORS - ENVIRONMENTAL:

- applicable laws
- community values
- community norms
- access to data
- demography
- history and tradition
- opinion leaders and influencers

TYPOLOGIES: (according to who participates)

Who participates?

- unilateral
- shared
- delegated

TYPOLOGIES: (according to role responsibilities)

Role Based:

- policy (relating to broad ends and purposes of organizations: value laden)
- administrative (relate to implementation of policy)
- professional (relating to technical correctness)

CONCEPT: Decision-Making (continued)

EXEMPLARS:

SCHOOL:

- principal refers most questions to faculty
- principal formulates dress code
- teachers as group choose text books
- each teacher selects library materials
- Union Conference Committee sets quotas for charitable fund drive

CLASSROOM:

- teacher chooses all materials for pupil use
- pupils in class meeting make rules for conduct
- teacher delegates to class right to choose procedure in learning task
- teacher appoints pupil to serve on principal's Advisory Committee

COMMUNITY:

- community advisory committee recommends candidates from among whom principal is chosen
- community people participate in choosing name for a new school
- voters approve/disapprove tax levy
- voters circulate recall petition against Board members

MULTICULTURALLY BASED:

- parents participate in choice of multicultural materials
- community/school council decide upon school holidays for particular school
- multi-ethnic parent group ratifies dress code

CONCEPT: Communication

DEFINITION: The process by which information is transmitted and shared.

ATTRIBUTES:

- source
- message
- coding
- encoding
- decoding
- channel
- receiver

RELATED FACTORS - INTRAORGANIZATIONAL:

- technology
- structure--formal and informal
- size of the group or organization
- control and feedback mechanisms
- role clarity
- norms and values
- competence
- interpersonal differences — language, attitude, values
- slippage common between sender and receiver
- space relationships
- distinction or reinforcement by gatekeepers

RELATED FACTORS - ENVIRONMENTAL:

- community expectations
- resource availability
- suprasystem demands (school system to school)
- stability of community
- stability of related organizational parts and role incumbents

EXEMPLARS:

SCHOOL:

- bulletins, newsletters, directives
- handbooks
- grapevine
- conferences

CLASSROOM:

- teacher uses relevant symbols in giving direction
- teacher establishes feedback mechanism for pupils

COMMUNITY:

- school newsletter to homes
- school newspaper
- school programs through electronic media

MULTICULTURALLY RELATED:

- report cards and other school notices in various languages used in community

CONCEPT: Communication (continued)

SCHOOL:

- telephone practices
- faculty meetings
- installation and use of computer terminals
- interviews
- surveys

CLASSROOM:

- teacher distributes assignments in written form
- teacher confers with pupils individually and in small groups

COMMUNITY:

- school fairs, visitations
- special days
- election campaigns
- advisory committee operations
- public Board of Educ. meetings
- public presentations to Board meetings

MULTICULTURALLY RELATED:

- translation provided for those who speak a language other than English in dealing with school
- adult Ed. classes for citizens of limited reading skills
- school officials visit and make personal requests to community groups

CONCEPT: Slippage

DEFINITION: Changes in content and interpretation that occur as policy is passed down the organizational structure and as information is transmitted up or across the structure.

ATTRIBUTES:

- distortion
- filtering
- passing of information

RELATED FACTORS - INTRAORGANIZATIONAL:

- communication effectiveness
- structure--formal/informal
- role sets
- organizational size
- decision--making processes
- resource availability
- norms
- perceptual differences

RELATED FACTORS - ENVIRONMENTAL

- community attitude toward the organization
- level and kind of community involvements

EXEMPLARS:

SCHOOL:

- principal's plans for reporting procedures relayed incorrectly by clerical staff
- Board decision interpreted incorrectly by principal
- assistant principal varying a procedure for pupil admission to the school
- Teacher Corps Intern getting interpretation of rules from new teachers

CLASSROOM:

- curriculum objectives changed by teacher to distort intention
- pupils misquoting teacher in relaying messages to other pupils/parents
- teacher fails to convey accurate data to pupils regarding graduation requirements

COMMUNITY:

- community agency representatives report to the Board of Educ. their own ideas of what citizens want
- newspaper reporter misquotes superintendent
- pressure group wants to serve as transmission agent for Board policy

MULTICULTURALLY RELATED:

- personnel staff fails to carry out Board policy to recruit minority employees
- teacher fails to attend scheduled in-service session aimed at cultural awareness attitude development

CONCEPT: Role Set

DEFINITION: Complement of role relationships which an individual has by virtue of occupying a particular position in an organization.

ATTRIBUTES:

- role senders
- role expectations
- role perceptions
- role descriptions

RELATED FACTORS - INTRAORGANIZATIONAL:

- organizational structure's formal/informal
- communication system
- norms
- influence relationships
- conflict
- slippage
- personal competencies

RELATED FACTORS - ENVIRONMENTAL:

- community norms
- resource availability
- attitudes of clients and other related individuals
- suprasystem expectations
- suprasystem complexity

EXEMPLARS:

SCHOOL:

- principal's role set: the principal, his assistant, teachers, pupils, superintendent, parents, teacher union representative, other support

CLASSROOM:

- elected class leader appoints other students, works with student officials in other classes, meets class performance requirements set by teacher

COMMUNITY:

- parent PTA officer serves on a school community relations committee, is a social friend of the school principal; also volunteers in art class

MULTICULTURALLY RELATED:

- student from minority family is only student of his cultural group in Advanced Placement math class, thus interacts with other academically talented students, other (regular) students, teachers, counselor and principal

CONCEPT: Role Set (continued)

SCHOOL:

- Teacher's role set: subject matter, supervisor, local school administrators, other teachers, pupils, union leader, parents
- T.C. Interns in a particular school work with student tutors, under the direction of a teacher, supervised by team leader, consulted by other Interns, administered by project director, taught by professor in I.H.E.
- teacher as AFT representative interacts with colleagues in school

CLASSROOM:

- member of basketball team, associates with other students in class, is responsible to the coach and to the class
- teacher is recognized as floor leader by other team members
- student in Junior High School is member of school chorus, is only member of his social studies class who takes a foreign language; in addition, is class representative on Principal's Advisory Council

COMMUNITY:

- father of student is school board member, thus dealing with the superintendent, other board members, his son and various community agencies

MULTICULTURALLY RELATED:

- parent of Hispanic child active in PTA, supports Board candidates for election, has another child in parochial school

CONCEPT: Organizational Structure
Formal ------ Informal

DEFINITION: Organizational structure is the pattern of relationships among roles or positions in an organization.

FORMAL STRUCTURE: Planned pattern of role relationships based upon the mission and technical requirements of the organization.

ATTRIBUTES:

- hierarchy of authority
- job descriptions
- specialization
- prescribed roles
- goal- related
- prescribed channels of communication

RELATED FACTORS - INTRAORGANIZATIONAL:

- decision-making process
- informal structure
- norms
- size of organization
- competencies of staff

RELATED FACTORS - ENVIRONMENTAL:

- laws and regulations
- supra-system characteristics
- client identity
- community norms
- resource availability
- personnel availability

EXEMPLARS:

SCHOOL:

- principal's cabinet consisting of administrators in the building
- teacher's manual for programming, reports, etc.

CLASSROOM:

- seat assignments in particular classes
- rules for class participation

COMMUNITY:

- Board of Education rules for public participation in meetings
- description of superintendent as individual to serve in certain functions

MULTICULTURALLY RELATED:

- policy on dress code, hair style
- school boundary descriptions

CONCEPT: Formal Structure (continued)

SCHOOL:

- assignment of pupils to grades and classes
- Union agreements
- eligibility rules in athletics
- P.T.A.
- subject-area departments

CLASSROOM:

- class election procedures
- library rules

COMMUNITY:

- Recreation Council membership agreement
- attendance zones established by Board of Education

INFORMAL STRUCTURE:

DEFINITION: Emergent pattern of relationships among individuals in an organization that are not called for in the design or formal structure.

ATTRIBUTES:

- indefinite duration
- leadership emerges
- normative (sets behavior patterns
- variable membership
- commonality of needs or concerns
- lacking rigid structure
- protects members
- may support or oppose formal structure

RELATED FACTORS - INTRAORGANIZATIONAL:

- formal structure
- role sets
- temporary systems
- slippage
- norms
- influence patterns
- size and complexity of membership
- spatial relationships
- motivation

RELATED FACTORS - ENVIRONMENTAL:

- laws, regulations
- suprasystem structure
- perceived opportunities for association
- community norms

CONCEPT: Informal Structure (continued)

ATTRIBUTES:

- develop class distinctions
- unofficial communication channels

RELATED FACTORS - INTRAORGANIZATIONAL:

- leadership styles
- work schedules

EXEMPLARS:

SCHOOL:

- the "lunch bunch"
- "old timers"
- extra-curricular group formation
- the car pool
- the "grapevine"

CLASSROOM:

- what the "Fonz" says is cool--is cool
- class pecking order
- non-elected leaders in class activities
- unrecognized clubs, cliques
- dress norms for certain classes

COMMUNITY:

- concerned parents' group
- coffee klatches
- gathering places: laundromat, shopping centers, recreation centers, churches
- "extra-legal" communication network

MULTICULTURALLY RELATED:

- minority teachers in a school gravitating to separate groups
- principal's use of influential members of particular ethnic groups to "sell" program
- identification of favorite parent/mother always to help versus open invitation

CONCEPT: Temporary Systems

DEFINITION: Ad hoc task groups that form for relatively short duration with norms and structure which may be different from those of the organization(s) from which the temporary system members come.

ATTRIBUTES:

- purposeful/goal oriented (relatively short term goals
- membership (selected/defined)
- task/outcome expectancy
- flexible structure

RELATED FACTORS - INTRAORGANIZATIONAL:

- values
- norms
- resource availability
- size and competencies of staff
- structures--formal/informal
- communication system
- motivation
- decision-making
- role set

RELATED FACTORS - ENVIRONMENTAL:

- community norms
- resource controls
- authority--power relationships
- attitude toward difference

EXEMPLARS:

SCHOOL:

- special project established to design new curriculum
- cluster of classes organized into summer school section with different role relationships

CLASSROOM:

- groups formed to make specific arrangements for social event
- group of pupils from several classes come together for experimental class

COMMUNITY:

- ad hoc citizen's group investigates school food service
- desegregation monitoring committee established

MULTICULTURALLY BASED:

- ad hoc committee--bilingual education program
- provision in Board policy that all special task forces must be numerically representative (proportionately) of all major ethnic groups in the district

CONCEPT: Temporary Systems (continued)

SCHOOL:	CLASSROOM:	COMMUNITY:
● student group organizes to protest excessive failure rate	● group of pupils set up within the class to do independent project	● citizen's group organized to promote school tax levy
● pupil-teacher-parent task force plans all-school festival		

CONCEPT: Conflict

DEFINITION: Discordance within, between or among individuals, groups, organizations in relation to one or more of the following: goals, values, means, status, perceptions.

ATTRIBUTES:

- recurring
- variable in intensity
- tension-inducing
- adversarial relationships
- may be resolved by domination, compromise or integration
- may lead to program innovation

RELATED FACTORS - INTRAORGANIZATIONAL:

- slippage
- resource allocation procedures
- effectiveness of communication
- leadership style
- role clarity/ambiguity
- hidden agendas
- motivation

RELATED FACTORS - ENVIRONMENTAL

- community norms
- support for school program
- understanding of school program
- availability of resources

TYPOLOGIES:

- intra-personal
- inter-personal
- personal-organizational
- intra-organizational (between units)
- inter-organizational

EXEMPLARS:

SCHOOL:

- departments or grade levels with school disagree over budget allocations

CLASSROOM:

- pupils refuse to follow teacher's directions on classroom procedures

COMMUNITY:

- school superintendent seeks tax increase against opposition by business groups

MULTICULTURALLY RELATED:

- request by community group for setting up bilingual program denied by Board of Education

CONCEPT: Conflict (continued)

SCHOOL:

- contest among faculty because of interpretation of rules for athletic eligibility
- T.C. project situated in school with new principal who disapproves of federal support of teacher training

CLASSROOM:

- pupils in so-called slow learners' class question school grading standards as unfair
- in middle of year students protest irrelevancy and obsolescence of textbooks

COMMUNITY:

- religious groups seek to prevent sex education course
- decision must be made where to locate new school when only one can be built
- social service agency organizes truancy prevention program against advice of school counselor

MULTICULTURALLY RELATED:

- Black student group organizes Black Affairs council with permission of principal
- teacher/student disagreement about appropriate behavior; e.g., less aggressive verbal behavior by Chicano or Native American pupils seen by teacher as ignorance or indifference

CONCEPT: Norms

DEFINITION: Standards or criteria that govern the behavior of individuals in particular groups.

ATTRIBUTES

- group enforcement through review and sanction
- fairly clearly defined hierarchical arrangement
- attainability by members of the group
- represent consensus

RELATED FACTORS - INTRAORGANIZATIONAL:

- group values
- communication effectiveness
- frequency and intensity of member's contact
- organizational clarity
- possibility of invoking sanctions

RELATED FACTORS - ENVIRONMENTAL:

- community values
- concept of community in a particular setting
- perception of rewards
- structural features of suprasystem

TYPOLOGIES:

SCHEIN:

- pivotal (required for continual membership)
- peripheral (desirable but not essential to maintain membership)

LITTERER:

- prescriptive--behavior that should be exhibited (do's)
- proscriptive--behaviors that are not acceptable (don't's)

EXEMPLARS:

SCHOOL:

- unwritten dress codes
- student identification of accomplishment as prestigious

CLASSROOM:

- pupils' determination of what is fair teaching behavior

COMMUNITY:

- teachers expected to participate in certain prescribed activities (Scouts; YMCA; religious groups)

MULTICULTURALLY RELATED:

- behavior defined as appropriate by various minority groups (holiday celebrations; behavior toward authority figures; participation/non-participation in certain extracurricular activities

CONCEPT: Norms (continued)

SCHOOL:

- teacher associational patterns ("pecking" order; regard for rules; who speaks to the boss)
- level of participation in teacher organization; e.g., new teachers seen, not heard

CLASSROOM:

- pupils set standards for acceptance of new pupils
- dress codes
- pupils define "rate busters"--"curve benders"

COMMUNITY:

- school personnel expected to live in the district
- school personnel expected not to be politically active

CONCEPT: Motivation

DEFINITION: Willingness to engage in behavior which the individual perceives as likely to obtain wanted things and conditions in order to satisfy motives (needs).

ATTRIBUTES:

- situationally aroused
- variability within and between individuals
- environmentally influenced
- energy inducing
- goal related
- shifting prepotency

RELATED FACTORS - INTRAORGANIZATIONAL:

- morale
- style of leader
- individual's values
- norms
- perceptions of opportunity and restrictions

RELATED FACTORS - ENVIRONMENTAL:

- community norms
- applicable laws, regulations
- perception of community-based opportunities
- family and other social group relations

TYPOLOGIES: (According to the following)

MASLOW'S HIERARCHY OF NEEDS:

- physiological
- safety (security)
- social (affiliative) esteem
- self actualization

McCLELLAN'S NEEDS CLASSIFICATION:

- achievement
- affiliation
- power

EXEMPLARS:

SCHOOL:

- teachers volunteer for curriculum development work (achievement)

CLASSROOM:

- teacher devotes extra time to helping children learn (achievement)

COMMUNITY:

- principal seeks to identify himself with neighborhood group (affiliation)

MULTICULTURALLY RELATED:

- minority teacher in school seeks admission to faculty social group (affilation or achievement)

CONCEPT: Motivation (continued)

SCHOOL:

- principal joins faculty in deciding rules (affiliation)
- department chairperson insists on teachers individually reporting to him for rating interviews (power)
- Teacher Corps Intern prefers working with groups on project to analyze school needs (affiliation)

CLASSROOM:

- students arrange to perform tasks in groups (affiliation)
- child seeks teacher's recognition (achievement)

COMMUNITY:

- citizen enters election contest for Board membership (power)

APPENDIX B

CMTI '77 - WEEK I

CMTI '77

Week I

Purpose

Introduce organizational concepts in a personal way (experience: do-look-learn)

Introduce content strands (recognize multi-focus)

Gather basic data

- Determine needs/expectation
- Compare to possible
- Design course of action

Goals	Objectives
Interns will become aware of their own attitudes, values and behaviors as: -a member of a small group and/or cluster -a member of a multicultural community -a participant in a learning and living laboratory	Interns will be able to describe purpose of CMTI from their perspective
Interns will be able to identify their own roles, expectations, and strengths as: -a member of a small group or cluster -a member of a multicultural community -a participant in a living and learning laboratory	Interns will demonstrate use of basic group and personal skills Interns will demonstrate use of observational skills and helping relationship skills Interns will follow the rules of giving and receiving feedback while interacting in clusters
Interns will be able to describe CMTI as a temporary system in relation to: -norms and expectations -formal/informal structures -decision-making process -leadership and motivation styles -the orientation of the teaching/learning process	Same as goal

Goals	Objectives
Interns and Team Leaders will become aware (explain) Teacher Corps as a national program and recognize or recall: -its history -its purpose as a national effort -its organizational structure -its current emphasis	Same as goal
Interns and Team Leaders will demonstrate use of basic communication and group process skills, i.e., -responding skills -listening skills -questioning skills -test roles -facilitating roles	Interns will demonstrate use of basic group and personal skills Interns will demonstrate use of observational skills and helping relationship skills Interns will follow rules of giving and receiving feedback while interacting in their clusters

Focus for Activity Design

- Provide CMTI orientation
- Introduce/practice interpersonal skills
- Introduce organizational concept in multicultural community, school, and classroom contexts
- Gather informal status/progress data

MONDAY, JULY 11, 1977 - EXECUTIVE COUNCIL

MEETING NOTES

Issues discussed and decisions:

1. Duplication
   - a. Because of the system shut down on campus, there was some confusion on duplicating.
     - 1. Alfredo Alarcon has designed a system to sort out the confusion and coordinate efforts.
     - 2. He will inform cluster of budgets.
2. Purchasing Supplies
   - a. Robert Taylor has devised a form for purchasing in an attempt to control purchases.
     - 1. More markers and newsprint are needed.
3. Sunday Start Up
   - a. 7:00 pm will be the earliest start-up time.
     - 1. Clusters have the option on times as long as they don't precede 7:00 pm.
4. Space
   - a. Concerns will be worked on by Roger Pankratz.
5. Media
   - a. A very smooth media operation. (Who is the media specialist? Give that boy a cigar!)
6. Meeting Times
   - a. Cluster Leaders: 4 - 5 pm -- Roger Pankratz, John Savage, Bob Holland, et al., in Conference Rooms B & G. (Monday, July 11, 1977)

   b. Learning Council: Tuesday, July 12, 1977 -- 5:00 pm in Casa Real with dinner.

   c. Living Council: Monday, July 11, 1977 -- 5:00 pm in Casa Real with dinner.

7. Needs

   a. Follow-up on selections for councils.

8. Remember to get information to Data Collection.

LIVING COUNCIL, JULY 14, 1977

Advisor: Edith Harrison

Members Present:

Cluster 1: Robin Ellett
Cluster 2: Margo McLaughlin
Cluster 3: Milton Howell
Cluster 4: Dave Higashi
Cluster 5: Peggy Garden
Cluster 6: Jack Harrington
Cluster 7: Michael Endalkatchew
Cluster 8: Francine Forbes

Team Leaders: Rose Rovinsky
Mona Sherman

Also present: Nancy McNary
Juan Olivarez

The meeting was called to order at 5:10 by Chairperson Margo McLaughlin. The minutes from the meeting of the 10th were distributed. The areas explored on the 11th are included in today's minutes.

Old Business

A. Announcements were made concerning the CMTI Ethnic Tasting Party - Date unannounced.

B. Hangers for clothes were distributed at 4 different places for CMTI participants.

C. A List of vegetarians was requested by the kitchen staff to estimate a count for meal planning.

D. Sign-ups were requested from all clusters for

1. Athletic Committee/Events
2. Disco Committee
3. Sports Equipment Management

E. A Survey prepared by Nancy McNary concerning activities available in the area was given to all cluster representatives to distribute to their groups. Also a flyer announcement about Zoofari was given out.

F. An announcement concerning the 11:00 pm noise curfew was made. Cluster reps were asked to pass this on to their groups.

New Business

A. The activities survey was collected from the cluster representatives. A list of recreational facilities available to CMTI was distributed by Nancy McNary to bring back to cluster groups.

B. Robin Ellett announced that the Athletic Committee will meet Friday July 15 at 5:00. Each Cluster was asked to have a representative present with lists of names, rooms and activities desired.

C. Francine Forbes reported the first meeting of the Disco Committee. The group was advised to prepare a list of needs in planning the next Mixer. Vita was invited to help in planning. A tentative date of Friday the 22nd was made for the next Mixer. The committee was looking into rental of a sound system. Francine also expressed a desire to hold a Cultural Dance day where different cultural dances are shared with all participants of CMTI.

D. Robin reported a sign-up for tranportation to the Roberta Flack concert, Tuesday the 19th. At least 40 people were needed to take a bus. A sign-up sheet was put up in Zura Hall.

E. CMTI participants with cars were asked to see Alfredo Alarcon about temporary parking permits. Several participants have received citations already.

F. The kitchen staff acted swiftly to accommodate the vegetarians at CMTI. An expression of thanks was made by the council.

G. Dave Higashi made announcements concerning the House of Columbia - Latin American Dance to be held at the San Diego Hilton Hotel Saturday the 23rd from 8:00 - 2:00. Tickets are $6.00 available from Ernie O'Neil, room C 508 or in Cluster 4. Dave also announced a Latin American Dance in Balboa Park this Sunday, the 17th at 1:00. This is a free happening.

H. Nancy McNary made announcements. They were:

1. Cluster Leaders were asked to update their member lists for the Learning Center to print up library cards for CMTI participants.
2. Nancy will be available for questions, comments in her office, or a note can be left in her mailbox in the CMTI office.
3. For anyone desiring kosher food - it is available at the Chabad House on Montezuma Road.
4. The campus tennis courts will be closed due to a tournament for the next 2 weekends.

The next meeting was scheduled for Tuesday the 19th at 5:00 pm in Casa Real. The meeting was adjourned at 6:10 pm.

Respectfully submitted,

Dave Higashi
July 14, 1977

APPENDIX C

CMTI '77 - WEEK II

CMTI '77

Week II

Purpose:

Use organizational contexts introduced/experienced (Week I) in vicarious contexts

Make concepts usable/applicable outside of personal experience/introspection

Goals	Objectives
Participants will understand major concepts in organizational theory	Participants will explain eleven organizational concepts
Participants will be able to identify major structures and processes present in communities, schools and classrooms from an organizational perspective	Participants will be able to identify eleven significant organizational concepts within content of Teacher Corps based on exemplars: community/school/classroom
Participants will be able to explain how organizational structures and processes are related to individual and group behavior	Participants will be able to relate selected organizational concepts to the role of the teacher in the classroom, school and community, i.e., power/authority/influence, decision-making, conflict, norms
Participants will be able to describe the essential elements for developing and maintaining a multicultural approach to public education and the teaching/learning process	Same as goal

Focus for Activity Design

- Provide vicarious but related experiences/data from community, school and classroom
- Reflect on organizational concepts in more non-personal/objective formats
- Use organizational concepts as analytical tools for examining the communities, schools, classrooms and their multicultural orientations

"STAR WARS" STUDY SHEET

Study the following questions before viewing the film "Star Wars." You will be responsible for participating in the discussion that will follow the viewing of the film. View the film in terms of the organizational concepts that you have been studying while at CMTI.

1. Did the film contain stereotypes? Explain your answer.
2. Were there any formal structures? If so, describe them.
3. Were there any informal structures? If so, describe them.
4. Who held the power? Why?
5. Who held the influence? Why?
6. Who held the authority? Why?
7. Was there conflict in the film? If so, between whom did the conflict(s) occur and why? Was it resolved?
8. Did the film contain anything on intercultural relations?
9. Did the film contain example(s) of temporary system(s)?
10. Were there any strong points to the film? Explain.
11. Did it contain weak points? Explain.
12. Did the film contain any other concepts that we have covered or discussed during CMTI?
13. Overall how would you evaluate or rate the film?
14. What factors have made the film so popular?
15. Other comments:

APPENDIX D

COMMUNITY DATA GATHERING INSTRUMENTS

PHYSICAL DESCRIPTION OF THE NEIGHBORHOOD*

1. Mapping of blocks in terms of housing characteristics (single dwelling, age, size and construction). Description should also note areas of commercial development, churches, meeting places and important natural barriers suggesting internal differentiation of the total area.

2. Special physical attributes include evidence of political activity (signs, stickers, etc.).

3. Types of automobiles and special decorative features of home (i.e.: lampposts, grillwork, painting of homes).

4. Evidence of general upkeep and neighborhood improvements or lack of service.

NEIGHBORHOOD APPEARANCE AND UPKEEP:

Poor 0 1 2 3 4 5 6 7 8 9 10 Excellent

5. What is the extent to which the neighborhood has a physically isolated boundary? (Indicate on each boundary how many are marked by major subdivisions, by differences in housing, by physical barriers or in contrast where there is little differentiation between the end of this neighborhood and the beginning of another.) Therefore, the discussion should include each of the directions and what is true of them.

PHYSICAL ISOLATION OF THE AREA FROM THE REST OF THE CITY IN TERMS OF ITS BOUNDARIES

Physically Separated 0 1 2 3 4 5 6 7 8 9 10 Physically Blends In

6. What are the number and variety of behavior settings that are found in the neightborhood? (Here we are speaking about parks and recreation areas, local stores or churches, street corners, back fences, any special setting that can bring people together.)

*Week III - For use upon return to Teacher Corps Project Sites.

a. NUMBER OF POTENTIAL GATHERING PLACES OBSERVED IN THE NEIGHBORHOOD:

None 0 1 2 3 4 5 6 7 8 9 10 Many

b. NUMBER OF OBSERVED GATHERING PLACES:

None 0 1 2 3 4 5 6 7 8 9 10 Many

c. DIVERSITY OF POTENTIAL GATHERING PLACES:

None 0 1 2 3 4 5 6 7 8 9 10 Many

d. DIVERSITY OF OBSERVED GATHERING PLACES:

None 0 1 2 3 4 5 6 7 8 9 10 Many

e. COMPETITION OVER GATHERING PLACES:

None 0 1 2 3 4 5 6 7 8 9 10 Much

7. What is the extent of demographic similarities, i.e.: homogeneity versus heterogeneity of the neighborhood? (This includes how similar people are in regard to social characteristics such as age, family life cycle - preschool children versus teenage children - income, education, occupation, ethnic - group identification, etc.) It may be possible to point out that a neighborhood has two different, evenly divided groups or several groups or a majority of one group and a minority of another or whatever helps spell out the diversity of the area.

Homogeneous 0 1 2 3 4 5 6 7 8 9 10 Heterogeneous

COMMUNITY

FOLLOW-UP ACTIVITY

1. Given a written description of a specific school-community participants will, in groups, identify the characteristics peculiar to that community/neighborhood and determine a strategy for effecting communication and a continued relationship with its residents.

2. Typing Your Neighborhood

The Three Dimensions:

a. Identification

_____ People feel they have a great deal in common

_____ People give a name to the area

_____ People plan to stay in the area

b. Interaction

_____ People visit with nearby neighbors at least once a week

_____ People meet in organizations or social groups not necessarily in the neighborhood but with neighbors

_____ People see others in the neighborhood as getting together often even if that's not their own pattern

c. Linkages (connections)

_____ People belong to a lot of organizations outside of their neighborhood

_____ People know about someone who is a community leader or has connections

_____ People see others as having "connections" if not they themselves

In which of these characteristics is your neighborhood strongest? If you can't answer at least two of the three examples as "yes", then your neighborhood is not strong on this attribute.

3. Organizational History of the Neighborhood (oral or written)

Individuals may be given an opportunity to talk to the group about the organizational history of their neighborhoods. The following questions (or others of their choosing) may be used for this purpose.

a. What has been happening in the area that people are talking about, etc? Are there some controversies where groups in the neighborhood have been active?

b. Has there been anything that has divided the area?

c. Have groups tended to be focused, specialized, and "task" oriented in character or "social-emotional" diffuse or escapist? List as many voluntary associations and formal organizations as possible. Informal groups are also of interest.

d. Has any collective action been successful or unsuccessful?

e. How much do people know about other neighborhoods? (how many links to other groups and institutions outside of the local neighborhood do you find? This includes work, leisure, political, religion, or other spheres not locally focused.)

Check List

Needed information about your community

1. What are the racial cultural groups in the community?
2. What percent of the total population is each group?
3. What is the economic level of each group?
4. What are the major sources of income (i.e.: steel mills, lumber mills, industry, etc.)
5. Where does each group reside within the community? (i.e.: lower east side, northwest, etc.)
6. How would you describe the various residential sections of that community?
7. What is the racial ethnic breakdown of the school?
8. What percent of the total school population does each racial ethnic group comprise?
9. What are unique characteristics of the community that surrounds the school as compared to the community in general?
10. What other schools or educational agencies service the school community? (i.e.: high school, Head Start Centers, etc.) Where are they located?
11. What languages are spoken in the community?
12. How does the school communicate with its bilingual/multilingual citizens?

Use and Availability of Area Social Services and Facilities

1. Where is the area welfare office located?

   Address: ______________________________

   Phone: ______________________________

2. Where is the area food stamps office located?

   Address: ______________________________

   Phone: ______________________________

3. Where are the area hospital(s) located?

   Name(s): ______________________________

   Address(es): ______________________________

   Phone No.(s): ______________________________

   a. Which ones service medicare patients: ______________________________

   b. Which ones provide free or low cost services: ______________________________

   If there are hospitals that provide free or low cost services:

   1. Are they state or city operated: ______________________________

   2. What is the ethnic background of hospital staff who deal directly with patients: ______________________________

4. How many free or low cost health clinics are there in the area? ____________

   Address(es): ______________________________

   Phone No.(s): ______________________________

   a. Are they city, state or federally funded or

      Are they operated by private individuals or organizations. If so, by whom? ______________________________

b. What is the ethnic breakdown of the staff of each clinic?

____

c. What services do they provide?______________________

5. How many area doctors service medicare patients?______________

Name(s):______________________________

Addresses:____________________________

Phone:______________________________

6. Is there an area mental health clinic?____________________

a. Is there more than one?______________________________

If so, how many:______________________________

Name(s):_________________________

Address(es):_______________________

Phone No.(s):______________________

b. By whom are they operated?______________________________

c. What is the ethnic breakdown of the staff of each clinic?

____

d. What services does each clinic offer?______________________

7. Is there a free or low cost day care center in the area?______________

a. Is there more than one?__________ If so, how many?__________

Name(s):_________________________

Address(es):_______________________

Phone No.(s):______________________

b. By whom are they operated?______________________________

c. What is the ethnic breakdown of the staff of each center?

____

8. Where may area residents go for free or low cost marital counseling?

Name(s): ______________________________

Address(es): ______________________________

Phone No.(s): ______________________________

a. What is the ethnic breakdown of staff? ______________________

9. What facilities exist that offer free or low cost drug/alcohol programs and/or counseling:

Name(s): ______________________________

Address(es): ______________________________

Phone No.(s): ______________________________

a. Who operates the existing programs? ______________________

b. What is the ethnic background of program staff? ________________

10. Where may area residents go for free or low cost legal aid? ____________

Name(s): ______________________________

Address(es): ______________________________

Phone No.(s): ______________________________

a. By whom are they operated? ______________________________

b. What is the ethnic background of staff? ______________________

11. Is there an area community center? ______________________

Name(s): ______________________________

Address(es): ______________________________

Phone No.(s): ______________________________

a. By whom is it operated?______________________________

b. What is the ethnic breakdown of staff?____________________

c. What programs and activities do they offer?_________________

12. Where is the nearest Department of Social Services Office?__________

Address:____________________________

Phone:____________________________

a. What is the ethnic breakdown of staff?____________________

13. Where is the nearest state employment office?__________________

Address:____________________________

Phone:____________________________

a. Does it provide counseling and placement services for people under the age of 18?___________________________________

b. What is the ethnic breakdown of staff?____________________

14. Is there an area manpower program office?____________________

Address:____________________________

Phone:____________________________

a. What programs and services does it provide?_________________

b. What is the ethnic breakdown of staff?____________________

15. What services are available to senior citizens in the community?________

a. List available services and programs by:___________________

Name:__________________________

Address:________________________

Phone:__________________________

b. What is the ethnic breakdown of the people offering programs and services? ____________________

16. Where are the area police precincts and/or substations located? ____________________

Address(es): ____________________

Phone No.(s): ____________________

a. Do they operate store fronts for neighborhood youths? ____________________

If so, where are they located: ____________________

Address(es): ____________________

Phone No.(s): ____________________

17. Where are the area playgrounds and parks located? ____________________

Address(es): ____________________

a. Are they well maintained? ____________________

18. Are there any area recreation centers for youth? ____________________

If so, how many? ____________________

Address(es): ____________________

Phone No.(s): ____________________

a. What activities and facilities do they offer? ____________________

b. What are their hours? ____________________

c. By whom are they operated? ____________________

d. What is the ethnic breakdown of staff? ____________________

19. Are there any free breakfast and/or lunch programs in the area? ____________________

Address(es): ____________________

Phone No.(s): ____________________

a. By whom are they operated? ____________________

20. Are adult education classes offered in the area?____________________

Address(es):____________________

Phone No.(s):____________________

a. Which ones offer GED Classes?____________________

b. By whom are they operated?____________________

c. What is the ethnic breakdown of tutors, teachers and counselors?

____

21. Are there tutorial programs for youth in the area?____________________
If so, how many?____________________

Address(es):____________________

Phone No.(s):____________________

a. By whom are they operated?____________________

b. What is the ethnic breakdown of the tutors?____________________

22. Are TESL classes offered in the area?____________________

Address(es):____________________

Phone No.(s):____________________

a. Who offers the classes?____________________

b. What is the ethnic breakdown of teachers?____________________

23. Are there any alternative education programs in the area for youth?__________
If so, list them by:

Name of program:____________________

Address(es):____________________

Phone No.(s):____________________

a. Who operates the program(s)?____________________

b. What is the ethnic breakdown of staff? ____________________

c. Which programs are accredited? ____________________

24. Is there an area ACTION center? ____________________

Name: ____________________

Address: ____________________

Phone: ____________________

a. What services does it provide? ____________________

b. By whom is it operated? ____________________

c. What is the ethnic breakdown of staff? ____________________

25. Where is the nearest poison control center located: ____________________

Address: ____________________

Phone: ____________________

a. Does it have someone who speaks Spanish or whatever other languages may be dominant in the community? ____________________

26. Is there an area YMCA and/or YWCA? ____________________ If so, where is it located? ____________________

Address: ____________________

Phone: ____________________

a. What services does it provide? ____________________

b. What is the ethnic breakdown of staff? ____________________

28. Is there an area Planned Parenthood Association? ____________________

Address: ____________________

Phone: ____________________

a. What is the ethnic breakdown of staff? ____________________

29. Is there an area state migrant council office?____________________________

Address:____

Phone:____

a. What services and programs does it provide?__________________________

30. What are the area churches?____

Name(s):____

Address(es):____

Phone No.(s):____

Religious affiliation:______________________________

Pastor:____

a. What services does each provide their church members?________________

____

b. What is the ethnic breakdown of each church's respective priests, nuns, ministers, etc.?____

31. Where are the area juvenile and adult probation/parole offices located?_______

Address(es):______________________________________

Phone No.(s):_____________________________________

a. What is the ethnic background of the probation/parole officers?__________

____

32. What area agencies and organizations exist that offer employment-related services such as placement, training and counseling programs aside from state employment offices and Manpower programs?________________________

Name:____

Address:____

Phone:____

a. By whom are they operated?____________________

b. What is the ethnic breakdown of staff?____________________

c. What services do they provide?____________________

33. Is there a local consumer affairs agency or office?__________ If so, where is it located?____________________

Address:____________________

Phone:____________________

a. What is the ethnic breakdown of staff?____________________

b. Do they handle housing and public service complaints?__________

c. By whom is it operated?____________________

34. Where is the nearest Commission or Civil Rights Office located?__________

Address:____________________

Phone:____________________

a. What is the ethnic breakdown of staff?____________________

35. Where is the city hall (if applicable) located?____________________

Address:____________________

Phone:____________________

36. Is there an area minority and/or women's resource center?__________

Name:____________________

Address:____________________

Phone:____________________

a. What kind of information does it offer?____________________

b. By whom is it operated?____________________

37. What are the neighborhood newspapers?______________________________

Name:______________________________________

Address:____________________________________

Phone:______________________________________

a. Who are the publishers?______________________________________

b. What is their focus (classified ads, community issues or both)?__________

____

c. How are the papers distributed?__________________________________

SITUATIONAL QUESTIONS

1. If a student showed symtoms of needing corrective eye glasses, where would you refer him for free or low cost testing and glasses?____________________

2. Where would you refer someone for free or low cost drug and/or alcohol counseling? ____________________

3. Where would you refer someone for free or low cost counseling for emotional/psychological counseling?____________________

4. What channels would you follow to report a case of police brutality?____________________

   a. Would you report it?____________________

5. If you suspected a student of being a victim of child abuse, what would you do or whom would you contact?____________________

6. What would you do to have a stop sign installed at a street corner or have a pot-hole paved over?____________________

7. Would your personal views on abortion affect your reply to a young pregnant woman seeking information on where to go or talk to about having an abortion? ____________________

8. If a 14 year old boy asked you to help him find a job, what would you do and/or where would you refer him?____________________

9. If someone told you they witnessed a crime but were afraid to report it, what would you do or tell them?____________________

10. How would you help some neighborhood youngsters start a baseball team?____________________

    Especially if there were no local organizations to refer them to?____________________

APPENDIX E

CMTI '77 - WEEK III

CMTI '77

Week III

Purpose:

Begin team building through meaningful tasks

Use organizational concepts/skills more objectively in situations/tasks directly impacting the participants (Role and Responsibility dilineation)

Help back home teams determine where they are as a group/team (Recognition of status: strengths and weaknesses)

Prepare participants/teams to be adequate observers/interpreters

Goals	Objectives
Participants will develop competence in the use of an observational system for identifying the critical elements (structures, processes and behaviors) that make a difference in: - the community - the school organization - the classroom	Participants will develop observational systems to gather and structure data from their back home community, school, and classrooms
Participants will develop competence as a back-home project team to analyze observational data from: - a community - a school - a classroom	Using existing data available to the project, participants will analyze their goals for entry to determine data needs (gaps in knowledge/information)
Using existing data made available to the project home-team at CMTI, participants will be able to: - make a partial analysis of their local project site - understand knowledge gaps they have about their local site	Same as above objective

Goals	Objectives
Using the concepts developed at CMTI, participants will develop a specific home-team plan for entering the local project and for continuing their role as learners and participants in: - the community - the school - the classroom	Participants will develop individual goals (action plans) for entering the local project and for continuing their role as learners and participants in the community, school, and classroom

Focus for Activity Design

- Develop relationships/skills of project teams
- Use real data relevant to project teams
- Provide ways of gathering personal and project data
- Provide ways of examining personal and project data
- Assist project teams in existing CMTI and entering back-home situations

LIVING COUNCIL

MONDAY, JULY 25, 1977

ADVISOR: Edith Harrison

MEMBERS PRESENT:
Cluster One: Robin Ellett
Cluster Two: Not Present
Cluster Three: Milton Howell
Cluster Four: Dave Higashi
Cluster Five: Peggy Garden
Cluster Six: Jack Harrington
Cluster Seven: J. B. Endalkatchew
Cluster Eight: Not Present

TEAM LEADERS:
Rose Rovinsky
Mona Sherman

ALSO PRESENT:
Mable Harding
Marie McKibbin

The meeting was called to order at 5:15 pm by J. B. Endalkatchew. The items for discussion were listed as follows:

1. Vegetarian Petition
2. Recreation
3. Disco
4. Barbecue
5. Talent Show
6. Coordination of communication
7. Multicultural events

1. A memorandum sent by the Executive Council gave the explanation for the discontinuation of separate vegertarian meals. Based on budget negotiations with the Food Services Department, funding was not pre-planned and therefore not available at this time.

LIVING COUNCIL -- MONDAY, JULY 25, 1977

2. Marie McKibbin was introduced and reported the activities' schedule for the week. She stressed that the activities were being structured around the CMTI time schedules. There will be volleyball, bowling and basket ball tournaments starting immediately. Others will be arranged according to participants' interest.

3. The disco was reported to be a success. Francine Forbes and the disco committee were commended for a job well done. After the expenses were paid, $11.00 was left over. The Council voted to put the money into the Barbecue fund.

4. Mable Harding reported that the barbecue will be held tonight at 7:00 pm at the barbecue pits in front of Zura Hall. One dollar was collected from Interns and two dollars from Team Leaders for expenses.

5. Mable also reported the details for the Talent Show. It will be held Thursday, July 28, 1977 at 7:30 pm in Montezuma Hall. Cluster groups were asked to turn in names of persons interested in performing at the show. An Ethnic Talent Committee was also suggested, and a meeting time of 5:30 pm on Wednesday, July 27, 1977 was set.

6. Jack Harrington expressed a desire for more communication between Council reps and their Cluster Leaders. It was discussed and decided that each rep should explain their role with their respective Cluster Leaders so that this communication problem can be cleared up.

7. The multicultural dinners are planned for every night this week. Vida Van Brunt was thanked for her work in preparation of these meals.

— — — — — — — — — —

OTHER BUSINESS:

1. Mona Sherman suggested the Living Council send Margo McLaughlin a card, and thank her for her excellent work as chairperson for the Council.

2. Mona also suggested a CMTI Newsletter to be sent out periodically reporting on area projects. Mable said she would discuss the project with Bill Smith.

— — — — — — — — — —

LIVING COUNCIL -- MONDAY, JULY 25, 1977

Today was the last meeting of the Living Council, any other information needed to be distributed will be sent by memorandum to members of the Council.

The meeting was adjourned at 6:00 pm.

Respectfully submitted,

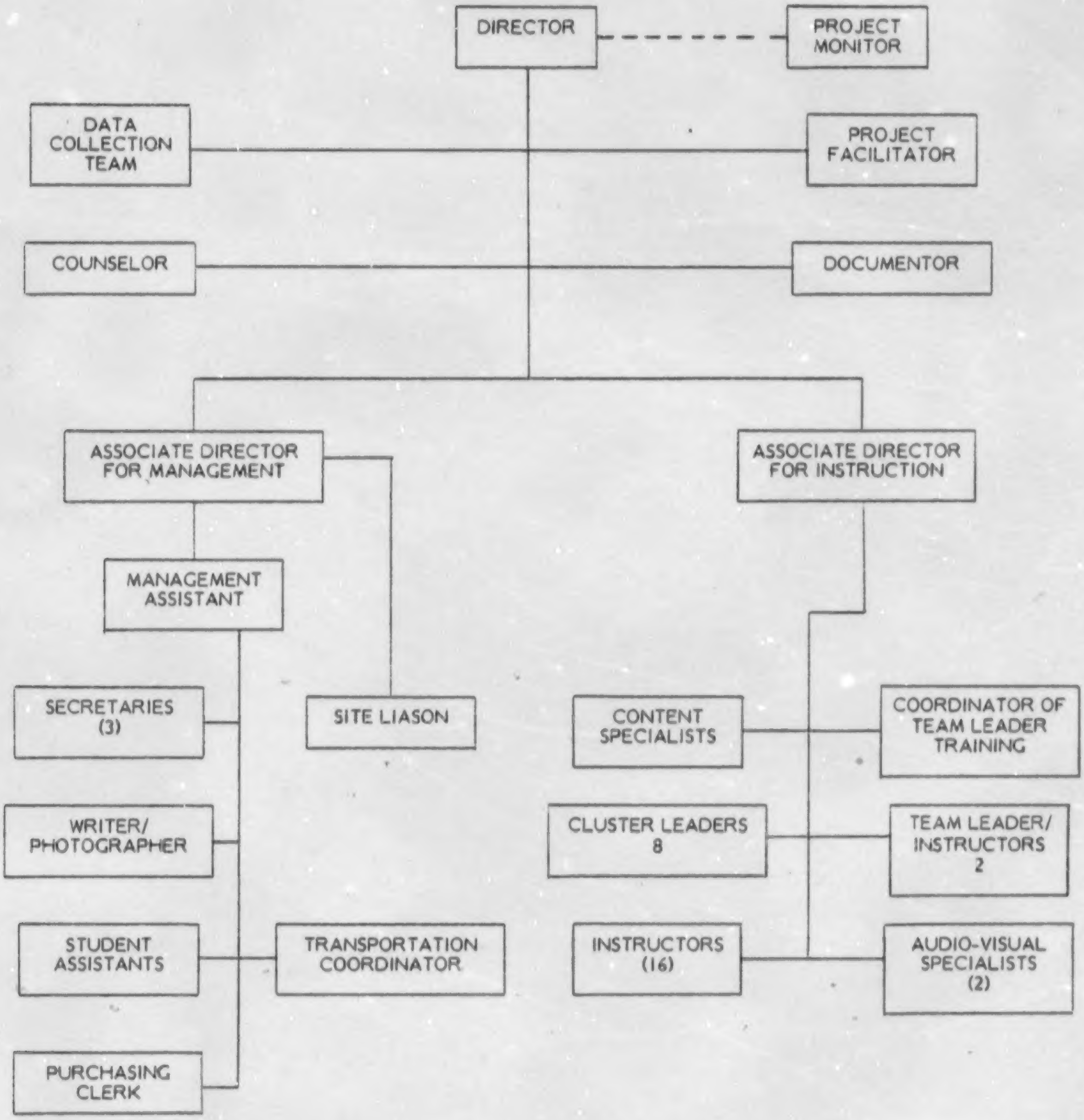
David Higashi

DH:sma

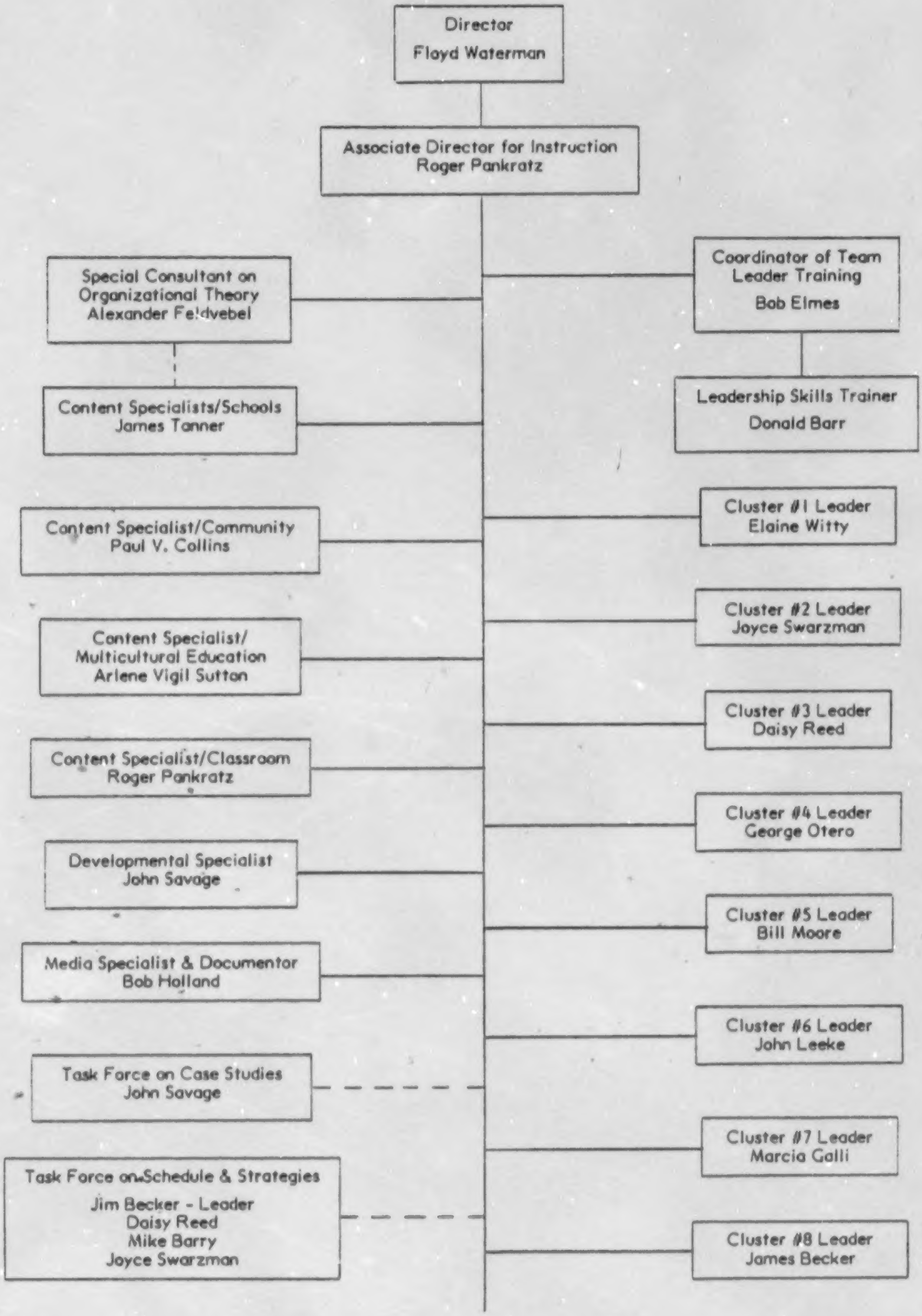
APPENDIX F

ORGANIZATION OF CMTI

CMTI ORGANIZATIONAL CHART


DIRECTOR
PROJECT MONITOR
DATA COLLECTION TEAM
PROJECT FACILITATOR
COUNSELOR
DOCUMENTOR
ASSOCIATE DIRECTOR FOR MANAGEMENT
ASSOCIATE DIRECTOR FOR INSTRUCTION
MANAGEMENT ASSISTANT
SECRETARIES (3)
SITE LIASON
WRITER/ PHOTOGRAPHER
STUDENT ASSISTANTS
TRANSPORTATION COORDINATOR
PURCHASING CLERK
CONTENT SPECIALISTS
COORDINATOR OF TEAM LEADER TRAINING
CLUSTER LEADERS 8
TEAM LEADER/ INSTRUCTORS 2
INSTRUCTORS (16)
AUDIO-VISUAL SPECIALISTS (2)

CMTI
Instructional Component Organizational Chart


Director
Floyd Waterman
Associate Director for Instruction
Roger Pankratz
Special Consultant on Organizational Theory
Alexander Feldvebel
Coordinator of Team Leader Training
Bob Elmes
Content Specialists/Schools
James Tanner
Leadership Skills Trainer
Donald Barr
Cluster #1 Leader
Elaine Witty
Content Specialist/Community
Paul V. Collins
Cluster #2 Leader
Joyce Swarzman
Content Specialist/Multicultural Education
Arlene Vigil Sutton
Cluster #3 Leader
Daisy Reed
Content Specialist/Classroom
Roger Pankratz
Cluster #4 Leader
George Otero
Developmental Specialist
John Savage
Cluster #5 Leader
Bill Moore
Media Specialist & Documentor
Bob Holland
Cluster #6 Leader
John Leeke
Task Force on Case Studies
John Savage
Cluster #7 Leader
Marcia Galli
Task Force on Schedule & Strategies
Jim Becker - Leader
Daisy Reed
Mike Barry
Joyce Swarzman
Cluster #8 Leader
James Becker

CLUSTER STAFF

#1 ELAINE WITTY
MIKE BARRY
TONY ARCHULETA

#2 JOYCE SWARZMAN
ELAINE BLAKE
KELLY KITAGAWA

#3 DAISY REED
EVELYN TOSSAS
RANDY JOHNSON

#4 GEORGE OTERO
GRACE BALGDON
ERNIE O'NEIL

#5 BILL MOORE
JUAN GARCIA
HENRIETTA SCHWARTZ

#6 JOHN LEEKE
DONNA HAGER
ANNA PEREZ

#7 MARCIA GALLI
WOODY WOODARD
JULIA ROBERTS

#8 JIM BECKER
CARMEN DINOS
BARBARA FRIDAY

TEAM LEADER TRAINING

BOB ELMES
DON BARR
CONSUELO JUARROS
BRUCE WALKER

APPENDIX G

DIRECTORY OF STAFF AND PARTICIPANTS

1977

CMTI STAFF 1977

NAME	POSITION
Akbar, Aaliyah	Secretary, CMTI
Alarcon, Alfredo	Management Assistant
Andrews, Richard	Data Collector
Andrews, Theodore	Coordinator, Data Collection Group
Angione, Susan	Senior Secretary, CMTI
Archuleta, Tony	Cluster Instructor
Barr, Donald	Instructor, Team Leader Leadership Training
Barry, Michael	Cluster Instructor
Becker, James	Cluster Leader
Bermant, Lili	Asst. Coordinator, Data Collection Group
Blagdon, Grace	Cluster Instructor
Blake, Elaine	Cluster Instructor
Collins, Jackie	Data Collector
Collins, Paul	Project Facilitator
Collins, Paul V.	Content Specialist
Collins, Stephen	Student Helper
Davis, Don	Audio-Visual Technician
Dinos, Carmen	Cluster Instructor
Elmes, Robert Sr.	Coordinator, Team Leader Supervision
Elmes, Robert Jr.	Student Helper
Feldvebel, Alexander	Special Consultant on Organizations
Firstenberg, Arthur	Typist
Friday, Barbara	Cluster Instructor
Galli, Marcia	Cluster Leader
Gant, Michael	Student Helper
Garcia, Juan	Cluster Instructor
Gardner, Anthony	Transportation Coordinator
Hager, Donna	Cluster Instructor
Harding, Mable	Intern Coordinator (Teacher Corps/Washington Staff)
Harrison, Edith	Associate Director for Management
Herreman, Greg	Audio-Visual Technician
Hill, Phillip	Student Helper
Holland, Robert	Documentor & Media Specialist
Indvik, Kurt	Writer/Photographer
Johnson, Randall	Cluster Instructor
Jones, Burrell	Student Helper
Juarros, Consuelo	Instructor, Team Leader Supervision
Kitagawa, Kelly	Cluster Instructor
Leeke, John	Cluster Leader
McKeen, Margith	Secretary, Data Collection Group
McNary, Nancy	Site Liasion
Moore, William	Cluster Leader
Nelson, Beryl	Project Monitor (Teacher Corps/Washington Staff)
Olivarez, Juan	Counselor
O'Neil, Ernest	Cluster Instructor
Otero, George	Cluster Leader

CMTI STAFF - 1977 (continued)

NAME	POSITION	NAME	POSITION
Pankratz, Roger	Associate Director for Instruction	Tanner, James	Content Specialist
		Taylor, Robert	Purchasing Clerk
Perez, Anna	Cluster Instructor	Tossas, Evelyn	Cluster Instructor
Reed, Daisy	Cluster Leader	Van Brunt, Vida	Special Consultant On Multicultural Education
Reed, James	Student Helper		
Roberts, Julia	Cluster Instructor	Walker, Bruce	Instructor, Team Leader Supervision
Savage, John	Developmental Specialist		
Schwartz, Henrietta	Cluster Instructor	Waterman, Floyd T.	Director
Swarzman, Joyce	Cluster Leader	Witty, Elaine	Cluster Leader
Sutton, Arlene V.	Content Specialist	Woodard, Wallace	Cluster Instructor

DIRECTORY OF INTERNS AND TEAM LEADERS - CMTI 1977

NAME	
Abreu, Rosendo	TL
Adams, Loretta	
Adauto, Larua	
Anastasi, Lawrence	
Annis, Lynn	
Arce, Miguel	
Arnold, Terry	
Ashbaugh, Roberta	TL
Baca, Betty	
Bain, Mary	
Baker, Carolyn	TL
Barnes, Arrie	
Bennett, Pamela	
Beum, Valerie	
Biester, Beatrice	TL
Blakley, Thomas	
Blaustein, Sylvia	
Bloom, Robert	
Bolin, Timothy	
Boria, Jose	
Boyd, Kathleen	
Bradford, Lynda	
Brazil, Josephine	
Brooks, Normie	TL
Brown, Carolyn	
Browne, Timothy	
Brower, Robin	
Buck, Shirley	
Burke, Frankie	
Burris, William	
Butel, Anthony	
Butler, Lura	
Butterfield, Leslie	
Butz, Eric	
Byrne, James	
Caballer, Gloria	
Calvert, Carol	
Campbell, Beth	
Campbell, Yvonne	
Carey, Andrew	
Carlson, Robert	

NAME	
Carmean, RoxAnn	
Carriedo, Robert	
Carroll, Beverly	
Castaneda, Richard	
Chambers, H. Brent	
Charity, Myra	
Collamer, Gregory	
Collazo, Miguel	
Conti, Audrey	
Copeland, Mary Jean	
Cosner, Rhonda	
Cragg, Richard	TL
Cullum, Naomi	
Daily, Rhonda	
Daniels, Patricia	TL
Davis, Merrill	
Davis, Rosie	TL
Dennison, Susan	
Doherty, James	
Dull, Sherron	
Dupuy, Darrell	
Edwards, Florence	TL
Elefante, Vicki	
Ellett, Robin	
Elmore, Barbara	
Endalkatchew, Jasper-Michael	
Eoff, Jan	
Epps, Denise	
Escatiola, Martin	
Ethen, Barbara	
Etzioni, Robert	
Fahey, Paul	
Faine, Ruth	TL
Farmer, Janet	
Farnum, Evayon	
Fickett, Kathleen	
Fiorella, Paula	
Fitzgibbon, Kathleen	
Forbes, Francine	
Ford, Janet	

NAME	
Fortier, Ronald	TL
Gallegos, Bernice	
Gallop, Rebecca	TL
Garcia-Castro, Maritza	
Gardner, Peggie	
Germano, Michael	
Gilbertson, Trudy	
Gilliam, Grant	
Grant, Rhonda	
Green, Barbara	
Greenwald, Judith	
Griego, George	TL
Griffith, Ellen	TL
Hall, Constance	
Hammond, Trudy	
Harrington, Colin	TL
Harrington, John	
Harrison, Duke III	
Harrison, Joseph	
Hawkins, Vicky	TL
Hearon, Brenda	
Heasley, Donna	
Henrickson, Maria	
Higashi, David	
Holland, Margaret	
Horner, Debra	
Horodyski, Walter	
Howell, Milton	
Hughes, Holly	
Hyman, Terry	
Idrogo, Juan	
Irvin, Janet	
Jackson, Beverly	
Jaquez, Roberto	TL
Jeselnik, Terrie	
Jimenez, Raul	
Johnson, Elizabeth	
Johnson, Sandra	
Jordon, Deborah	
Jordon, Katie	TL
Jossan, Nirmal	TL

NAME	
Kaminsky, Jurusha	
Keenan, Bernard	TL
Keeton, Linda	
Kentta, William	TL
Kepnes, Susan	
Khan, Shariffa	
Kohlhorst, Cindy	
Kondo, Patricia	
Lauer, Roger	
Leonard, Carolyn	
Lockhart, Terence	
Losch, Lorraine	
Lozan, Luis	
Lucero, Frank	
Lyttle, John	
Mack, Joseph	
Macres, Mark	
Madden, Judy	
Maddox, Steven	
Madkins, Ernest	
Mahoney, Debroah	
Mansell, Jennifer	
Marino, Mary	
Martin, Juanita	
Martin, Susan	
Martinsen, Thomas	
Masters, Joan	TL
May, Barbara	TL
McCallister, Bobby	TL
McGregory, Pearline	
McIntosh, Clementine	
McKinney, Gary	
McLoughlin, Margo	
McRae, Aldrey	
Melbourne, Mara	
Mellinger, Patricia	
Milam, Ann	TL
Mills, Paul	TL
Moffatt, Paulette	
Molina, Ernesto	
Moore, Pamela	

NAME	
Montalvo, Rene	
Morelli, Karen	TL
Moreno, Violeta	TL
Muldrew, William	
Neal, Roy	
Nelson, Christine	TL
Nelson, Enid	TL
Nichols, Jennifer	TL
Noble, Sandra	
Nyman, Vita	TL
Olivieri, Kathleen	TL
Ortega, Francisco	
Overby, Beryl	
Owens, Paula	
Pacelli, Louis	
Palmer, Nancy	
Palmer, Rodney	
Parker, Jacquelyn	
Pelletier, Ronald	
Perkins, Frances	TL
Pfeiffer, Gary	TL
Plotner, Judy	
Pride, Ann	
Raisl, Mary	
Rathman, Susan	
Ray, Ellen	
Redwine, Augustin	
Reeves, Shirley	TL
Renteria, Carol	
Rivera, Ramon	
Rivers, Adrienne	
Robbins, Helen	TL
Robideau, Mary	
Robinson, Daniel	
Rodriguez, Rogelio	
Rogers, Joseph	
Rovinsky, Rosanne	TL
Rucker, Hedwig	
Rynberg, Daniel	
Sacca, Gregory	
Sanborn, Judith	

NAME	
Sanders, Cynthia	
Sanders, Danna	TL
Santa-Coloma, Bernard	
Sarrat, Susanne	
Scaife, James	TL
Scheffler, Anthony	
Scott, Marcia	
Secreti, Michael	
Sentance, Maria	TL
Shaw, Norma	
Sherman, Mona	TL
Shulman, Robin	
Singleton, Bert	
Spelman, Susan	
Spilios, Ruth	
Spruill, Paula	
Starling, Lula	TL
Starr, Willie Mae	
Stewart, Acey	
Stewart, Mary	
Stewart, Myra	
St. John, Susan	
Stolbach, Lee	
Stratton, Jesse	TL
Suarez, Ervin	
Suker, Ralph	
Surillo, Theodosia	
Swartz, Patricia	TL
Sylvain, David	
Tall, Marilyn	TL
Taylor, Carrie	
Taylor, Charles	
Taylor, Cynthia	
Taylor, Worsie	
Tesch, Kenneth	TL
Thomas, Carolyn	
Thomas, Mavis	
Thorpe, Ruth	
Torres, Ida	
Trott, David	
Trusty, Reina	

NAME	
Truxan, Mary	
Twyman, Sylvia	
Umphress, Carolyn	TL
Velez, Guillermina	
Venable, Vanessa	
Viechnicki, Karen	TL
Villa-Lovoz, Carole	
Walker, Janice	
Walden, John	
Wallace, Joyce	
Washington, Lois M.	
Waters, Garcie	
Waukau, Lisa	
Wells, Doug - Site Coordinator	TL
Williams, Cynthia	
Williams, Esther	
Williams, Fronzie	
Williams, Mary	
Williams, Michael	
Wilson, Alice	TL
Wilson, Errol	
Wilson, Robert	TL
Woods, Lawrence	
Woolsey, Naomi	TL
Wykoff, Richard	
Yee, Lillie	
Yocum, Kathleen	
Yarbrough, Ella	
Yarnell, Kathleen	TL
Yurkovic, Thomas	